



**[SCHOOL NAME]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)**

**ADDRESS:**

**TELEPHONE: \_**

**FAX:**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** X600      **SCHOOL NAME:** Alfred E. Smith CTE  
**SCHOOL ADDRESS:** 333 East 151 Street, Bronx New York 10451  
**SCHOOL TELEPHONE:** (718) 993 - 5000      **FAX:** (718) 292 – 1944  
**SCHOOL CONTACT PERSON:** Rene Cassanova      **EMAIL ADDRESS:** rcassan@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Karen Bowers</u>
<b>PRINCIPAL:</b>	<u>Rene Cassanova</u>
<b>UFT CHAPTER LEADER:</b>	<u>Christine Gross</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Kim Duhon</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Idris Williams</u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 07      **SSO NAME:** ICI – LSO  
**SSO NETWORK LEADER:** JAYNE GODLEWSKI/ADA CORDOVA/Olga De Filippis  
**SUPERINTENDENT:** Geraldine Taylor- Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

**Note:** *If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rene Cassanova	*Principal or Designee	
Christine Gross	*UFT Chapter Chairperson or Designee	
Kim Duhon	*PA/PTA President or Designated Co-President	
Kim Duhon	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ruth Perkins	DC 37 Representative, if applicable	
Marilynn Hernandez Manuel Cubilete	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Karen Bowers	Member/Chairperson	
Kenneth Milani	Member/Teacher	
Tom Newton	Member/Teacher	
Lillian Kergoat	Member/Teacher	
Annette Fullerton	Member/Parent/P.A. Secretary/Title I Secretary	
Annette Williams	Member/ Parent/P.A. Vice President	
Rudy Foster Odemene	Member/Parent/P.A. Treasurer/Title I Treasurer	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **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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*Alfred E. Smith is the premier Career and Technical Education school in the City of New York. The school offers quality training in both traditional high school academics and vocational skills. Students at Alfred E. Smith can study a wide variety of Career skills including: Automotive Technology, Plumbing, Heating Ventilation and Air Conditions (HVAC), Carpentry/Joinery and Drafting/architectural design. Graduates of Alfred E. Smith are certified in their trades and well prepared to enter unionized jobs and/or enter college. Through partnerships with local unions, CBOs and industry leaders, the school has a history of successfully placing its students and graduates into internships and jobs.*

*The school offers a vigorous academic program which includes instruction by highly qualified teachers in the areas of Mathematics, English, Sciences and Social Studies. Advanced placement classes in Calculus, Economics, Chemistry, Biology and American Government are also offered. Students at Alfred E. Smith also have opportunities to participate in a number of enriching extra-curricula activities. These activities include 16 PSAL athletic programs, The National Honor Society, the Robotics Club, Skills USA and the Science/Green Club.*

*In September 2004, Alfred E. Smith Career and Technical Education High School was divided into three Small Learning Communities (SLCs). Each of the schools has dedicated subject teachers. The three SLCs are: The **Gateway Academy**, designed to provide incoming ninth grade students with academic and emotional support for their transition into high school. The ultimate goal of the Gateway Academy is to foster a nurturing environment that will ensure that all incoming ninth graders graduate in four years with academic, technical and career training. The **School of Academics & Construction/ Architectural Drafting Skills** consists of students from grades 10-12 interested in careers such as: Carpentry, Electrical, Plumbing and Heating Ventilation and Air Conditioning, and Architectural Drafting. The school prepares its students for professional careers in these areas and also prepares them, for national certification granted by the National Center for Construction Education and Research. Students in the Architectural Drafting sequence begin with manual drafting and in eleventh grade take AUTOCAD. The **Bronx Automotive School** is comprised of students from 10 -12 grades who are interested in the areas of automotive technician or auto body. Students are given internships in automotive dealerships, such as: BMW of Manhattan, Westchester BMW, Mercedes Benz, and Lexus of Manhattan, and others. Students in the automotive technician track are trained to take the A-YES national certification.*

*Located in the South Bronx, the school serves a diverse population of approximately 1000 students from ninth to twelfth grade. The student body is reflective of the larger community. According to the latest data, students' ethnic composition is as follows: 0.6% White; 37% Black or African-American; 60.8% Hispanic; 2.0% Asian/others. Of this population, 92.0% of the students are male and 8.0 are female. Twenty-one percent of the students have Individualized Education Plan (IEPs). Many of our incoming students still test below grade level in reading and Mathematics. Increasingly, we are observing a*

*growth in the number of incoming 9<sup>th</sup> graders who come in at levels 1 and 2. For those needing remediation, it is achieved through the efforts of the entire school, with reading and writing emphasized across the curriculum.*

*We provide tutoring on an ongoing basis before and after school, on Saturdays and during school holidays. We have contracted with a few Supplemental Educational Service (SES) providers such as Test Quest, Directions for Our Youth, Educate online and All about Kids Tutoring to continue to provide ongoing tutoring in all subjects and other activities. Tutoring usually takes place after school and on Saturdays. Teachers make referrals to this program and students are welcome to self-refer.*

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Alfred E. Smith CTE				
<b>District:</b>	07	<b>DBN #:</b>	X600	<b>School BEDS Code:</b>	320700011600

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</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 type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		75.8	77.2	76.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.0	96.9	95.6		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	0	0	0		78.1	71.7	88.8		
Grade 8	0	0	0						
Grade 9	330	249	127	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	535	513	479	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	167	193	177		4	63	31		
Grade 12	144	140	164						
Ungraded	0	1	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1176	1096	948		24	21	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	146	133	127						
No. in Collaborative Team Teaching (CTT) Classes	18	24	33	Principal Suspensions	206	88	65		

DEMOGRAPHICS							
Number all others	67	72	64	Superintendent Suspensions	64	81	81
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10	
CTE Program Participants				N/A	1030	1005	
# in Trans. Bilingual Classes	24	0	TBD	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	61	106	TBD	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	15	44	TBD	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	93	85	82
				Number of Administrators and Other Professionals	41	38	27
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	3	3	10
(As of October 31)	2007-08	2008-09	2009-10				
	59	60	196				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.4	0.3	0.3	Percent more than two years teaching in this school	73.5	85.6	90.2
Black or African American	34.0	35.5	37.0	Percent more than five years teaching anywhere	63.3	70.0	79.3
Hispanic or Latino	62.5	61.1	60.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	1.9	1.3	Percent Masters Degree or higher	72.0	74.0	84.2
White	0.5	0.6	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.9	86.8	86.3
Multi-racial	-	-	-				
<b>Male</b>	86.1	87.6					
<b>Female</b>	13.9	12.4					

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			✓
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	X

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

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				X	X	X	46
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-	-	
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				X	X		
Limited English Proficient				-	-		
Economically Disadvantaged				X	X		
<b>Student groups making AYP in each subject</b>				0	0	0	

#### 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.

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	Proficient
Overall Score	49.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	UPF
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	9.2	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	31.4	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

### 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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s 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 implications 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?

#### What student performance trends can you identify?

- (a) The 2009-10 Accountability and Overview Report status for ELA: Restructuring (advanced), Math and Science: Improvement (year 2) and an overall Accountability status for (2011-11) as Advanced Restructuring. The overall retention rate has increased over the last three (3) years.
- (b) According to the 2009-2010 Progress Report, in the Student Performance category, which measures a high school’s success in graduating students, we scored 15.2 out of 25, with an overall grade of B. Although we fared better than in any other category here, there is still room

for improvement in graduation rate – 45.7% and 56.5% for four-year and six-year graduation rates respectively.

- (c) The Student Progress category which evaluates students' credit accumulation toward graduation. We received a total score of 31.4 out of 60, and an overall grade of C. 62.9% of our first year students earned 10 or more credits; 47.4% of the students in our school's lowest third earn 10 or more credits in the first year.
- (d) In the 2<sup>nd</sup> year, 58.9% of students earned 10 or more credits and 40.6% of students in the lowest third earn 10 or more credits.
- (e) In the 3<sup>rd</sup> year, 63.4% of students earned 10 or more credits, while 51.6.4% of our school's lowest third earn 10 or more credits.
- (f) In the Weighted Regents Pass Rate category the score at 1.08 , Math increased by over 100% to 1.62, and Science 1.83
- (g) We receive a B rating on our Student Environment Survey.
- (h) The numbers of students taking challenging courses, such as Geometry, Trigonometry, chemistry, Biology, AP U.S. History, AP English Literature, and SAT "Prep" have continued to increase since 2003.
- (i) More students in the lowest third are excelling and graduating in four years more than ever before.
- (j) More students with individualized education plans are also graduation ahead of schedule.
- (k) Many more students classified as English Language Learners (ELLs) and taking English as a Second Language (ESL) have successfully completed coursework to demonstrate proficiency and as such have been promoted to the next level. Many are now enrolled in regular English classes.
- (l) More students are passing their courses per semester than in the past.
- (m) More students are participating in internships with business partners.

### **What have been the greatest accomplishments over the last couple of years?**

- The principal's clear vision, goals and objectives for the school are transparent and exemplified in the Small Learning Communities (SLCs). She provides good leadership and effective support for staff and new initiatives.
- The establishment of a strong articulation team that markets the school and tries to attract more academically prepared students to the school.
- The creation of Small Learning Communities (SLCs) particularly the Gateway Academy, which supports and encourages 9<sup>th</sup> grade students.
- The (SLC) is used develop Professional Learning Communities (PLCs) and effective teacher teams. Small teams of teachers are working in inquiry groups looking at students work and aligning the Core Curriculum Standards across the content areas.
- Students in grades 10 – 12 truly enjoy their CTE courses because of the efforts of the personnel in the respective SLCs. Students feel secure in the school and value the outstanding career and technical education they receive.
- Persistent increase in students' performance on Regents examinations for the past few years.
- The school's ability to retain a greater percentage of hard-working staff that shows a commitment to sustained, effective instructional practices. They know their students well and have high expectations for them.
- The instructional cabinet – the assistant principals, supervision – is very effective in monitoring and evaluating the quality of teaching and learning.
- Partnerships with businesses and outside agencies are added impetus to learning and career opportunities for students. Our curriculum allows for an important balance between academic and career and technical learning with highly effective input from industry.

- The school is very astute at analyzing a wide range of relevant student data – attendance, student performance, cohort, suspension, security and safety - and acting promptly and effectively on its analysis.
- Many extra-curricular activities, such as soccer, football, baseball, golf, bowling, chess, science club and drama provide useful and helpful extension to the learning opportunities of students.
- The establishment of AP classes has strengthened the curriculum.
- Parents value the hard work, support and advice of the parent coordinator.
- We have very good systems in place to plan and review initiatives at all levels of school life. For example, the Inquiry Team is currently looking at effective instructional practices that can support the teaching of social studies particularly at the Regents level. The idea is to be able to replicate such instructional strategies at the lower grades once we find that they are effective.
- There is high quality instruction in both the academic and career and technical education areas with good development of English and math skills across the curriculum.
- S.A.T. preparation tutoring is provided for all eleventh and twelfth grade students
- We continue to offer Advanced Placement classes in Calculus, U.S. History, and English
- Data is used to inform and plan small group, whole group instruction, the extended day intervention and to target the specific needs of students
- Use data to identify students who perform between 48– 64 on ELA and math Regents exam and provided targeted intervention
- ELA staff use data to identify areas for improvement for specific students regarding the ELA Regents and develop instructional strategies to improve student performance on the ELA exam.  
Teachers are using the 9<sup>th</sup> grade ELA and Math assessment to develop a baseline for instructional delivery periodically.
- Monies were set aside for various credit recovery programs to support coherent and rigorous instruction.
- Art was infused into the CTE curriculum for Building Trades to connect learning to real-life experiences.
- Content-area teachers and Assistant Principals meet to review data to make sure that instruction is aligned with the state standards in each content area and that individual's need of students are taken into account for planning.
- High expectations are reinforced through assemblies, posters, faculty conferences, department conferences and SLC meetings. Monthly posters are hung around the building celebrating the perfect attendance of our staff and students. Rewards for perfect attendance are given to our staff at the end of the year.
- Teachers have been given access to ARIS to find information on individual students and plan appropriately. Such as grades, bio-graphical information, exam history, etc.
- The school has disseminated information to the staff via email on a weekly basis. This information includes the weekly calendar, various memorandums, etc.
- Freshmen data is aligned with instruction. There is more time on task is given for lower level students.
- Teachers are more involved in creating extra-curricular activities for students.
- The school provides extra opportunities for learning in the areas of resource room, independent study, and Saturday tutoring.
- Results from the data promotes real life applications as the motivation for lessons across grades
- All literacy classes have been provided with substantial, high interest independent reading libraries.
- Staff and student attendance has improved

- Positive results were reflected on the schools' progress report in the area of *School Environment*.
- Staff members have begun to provide ongoing professional development during department, SLC and lunch and learn sessions.
- We have incorporated more technology in the classrooms to engage students in the content-area across disciplines.
- Teachers have been offered professional development in differentiated instruction, New Core Curriculum Standards, and teaching higher level as well as AP courses.
- Teachers have been sent to professional development on the TCI *History Alive* Curriculum.

### **What are the most significant aids or barriers to the school's continuous improvement?**

Significant challenges identified in the 2009-2010 Quality Review (QR) include the need to:

- I. Expand the use of differentiation so that lesson planning reflects purposeful groupings, all students are challenged and tasks accommodate different learning styles to maximize student learning
- II. Establish a process to evaluate the effectiveness of teacher teams and to provide training for team members in order to build leadership capacity
- III. Provide consistent and detailed feedback to students and families with reasons for their success and identify precise next steps for improvement so that they can achieve their learning goals.
- IV. Develop a system for setting measurable and differentiated learning goals for subgroups and rigorously track and evaluate subgroup progress, revising and refining goals as necessary.

In the 2009-2010 Progress Report (PR), A.E. Smith H.S. received a grade of C. Notable areas of improvement in the PR include:

- I. The School Environment category where we scored 9.2 out of a total of 15 resulting in an overall grade of B in this area of the PR.
- II. The Student Progress category which evaluates students' credit accumulation toward graduation. We received a total score of 31.4 out of 60, and an overall grade of C.

Leadership is one of the most significant aids to our school's continuous improvement. The principal's clear vision for the school is unquestionable and her support for initiatives that have the propensity to improve learning is unwavering.

- The ability of the cabinet to monitor data and infuse appropriate actions.
- Staff buy-in is definitely a significant aid in the school's continuous improvement.
- High expectations at all levels.
- Various levels of support systems to monitor, address, and remedy a variety of situations that can impinge upon student performance are a significant aid to continuous school improvement.
- The provision of second opportunities for at-risk students to make up classes and catch up on coursework.
- The provision of and the encouragement to participate in many relevant professional development opportunities for teachers and other staff members.
- Improving student attendance beyond tenth grade continued to be a challenge.
- Convincing the small minority of unwilling staff to support change initiative is also a barrier to the school's continuous improvement.



## 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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**2010-2011 Annual School's Goal #1: GRADUATION RATES:** *By June 2011, at least 60% of the students in cohort 2011 will earn a minimum of 65 or better on four required Regents examination and score 55 or better on one required Regents examinations. . By June 2011, at least*

- *60% of the first year students and 50% of the students in the year 1 lowest third will earn 10 or more credits;*
- *65% of the 2<sup>nd</sup> year students and 60% of the 2<sup>nd</sup> year lowest third will earn 10 or more credits;*
- *60% of the 3<sup>rd</sup> year students and 45% of the 3<sup>rd</sup> year lowest 3<sup>rd</sup> will earn 10 or more credits*

**2010-2011 Annual School's Goal #2: ATTENDANCE:** *By June 2011, to increase student attendance from 76.9 % to 79 %.*

**2010-2011 Annual School's Goal #3: PROFESSIONAL DEVELOPMENT IN DIFFERENTIATED INSTRUCTION:** *By June 2011, increase the number of teachers participating in professional development opportunities from 75 to 80%. The professional development will focus on differentiated instruction, the common core curriculum standards, and teacher inquiry.*

## **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 2009-10 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, Corrective Action, Restructuring, 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.*

**Alfred E. Smith CTE High School**  
**English Language Arts**  
**Ed Meade – Assistant Principal**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 1:</b>	By June 2011 black, Hispanic and economically disadvantaged students will progress toward achieving state standards as measured by a 12% improvement in graduation rate.
<b>Evidence of Need (Data)</b>	Need to meet AYP goals and Progress Report benchmarks for the 2010/11 school year
<b>Implementation Target to Address:</b>	June 2011 graduates, 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade students (ID lowest 1/3 <sup>rd</sup> students for each grade level).
<b>Area of Focus:</b>	Circle One: <b>Instruction</b> Leadership    Support    Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
Identify Potential graduates who previously failed the ELA Regents and RCTs.  Identify Seniors eligible for Component Retest	Assistant Principal Guidance Counselors ELA Teachers C6R assigned teachers	Results of previous ELA Regents and RCTs  Uniform Essays Exams (midterm and final)  Acuity Results  Mock Regents Results	Student Transcripts	Provide Regents prep class from September 2010-January 2011 Repeat for second semester (February – June 2011) for students who do not pass ELA/ RCTs in January. Identify Component Retest students by February 2011.
Credit Recovery for all students missing credits	Assistant Principal Guidance Counselors ELA Teachers	Review of student transcripts and credit accumulation	Student Transcripts	October 2010 – June 2011
Student Make-Up sessions	Assistant Principal and ELA teachers	Review report card grade	Teacher grade books	Built into ELA curriculum, but Make-Up dates during

				<p>Winter and Spring breaks will be available. For example, December 28, 29 &amp; 30 students will be able to come to school to complete make up work</p>
<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>	<p>Tax Levy; NYSTL; Title III; SURR Title I; Title I SWP; Contract for Excellence (C4E); 21<sup>st</sup> Century funding will be used to supplement necessary after-school programs.</p>			
<p><b>Indicators of Interim Progress and/ or Accomplishment</b></p>	<ol style="list-style-type: none"> <li>1. By September 2010, teachers will assess student progress regarding completion of course work.</li> <li>2. By October 2010, teachers will identify students missing work and provide additional help to ensure students complete assignments.</li> <li>3. By December 2010, teachers will identify students who have missed work and generate packets to be completed during in-school make up sessions on Saturdays and over holiday breaks.</li> <li>4. This process will continue throughout the school year, and teachers will track student completion of work to help students learn concepts and skills and earn credits.</li> </ol>			

**Alfred E. Smith CTE High School  
English Language Arts  
Ed Meade – Assistant Principal  
Action Planning  
2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 2:</b>	By June 2011 Black, Hispanic and Economically Disadvantage students will increase attendance as measured by a 5 % increase in attendance.
<b>Evidence of Need (Data)</b>	Need to meet various AYP goals for the 2010/11 school year.
<b>Implementation Target to Address:</b>	Implementation Target(s): All black, Hispanic, economically disadvantaged students who
<b>Area of Focus:</b>	<b>Circle One:</b> <u>Instruction</u> Leadership <u>Support</u> Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
1. Set positive Tone and establish specific classroom routines.	Mr. Meade All SLC members	Class routines posted. Measurement – Established routine creates a positive and productive atmosphere to foster increase in student attendance.		Ongoing throughout Year.
2. Identify Students with multiple absences.	All SLC Staff Members	Daily absentee Log Home Contact Log	ARIS connection and phone	Continuous throughout school year

3. Transparency with instruction and specific class purpose to engage students.	All SLC Staff Members	Unit Plans and projects given to each student prior to starting the unit. Students and parents have unit plans. Measurement – Student attendance increases with clearer instruction and sense of class purpose.	Person to complete home visitations.	Year round
4. Track 407's and students with lateness and absenteeism.	Mr. Meade and all classroom teachers.	407 Data		Year round

**Professional Development Required:** PDs regarding class management and backward design.  
 PD regarding Transparency to help promote positive student/ parent to teacher relations.

<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>	Tax Levy; NYSTL; Title III; SURR Title I; Title I SWP; Contract for Excellence (C4E); 21 <sup>st</sup> Century funding will be used to supplement necessary after-school programs.
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<b>Indicators of Interim</b>	1. By September 2010, teacher will have established class routines and expectations, provided students with a clearly defined syllabus, and current unit of study outline to be signed by parents.
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<b>Progress and/ or Accomplishment</b>	<ol style="list-style-type: none"> <li>2. By September 2010, teachers will keep and maintain a log of student lateness and home contacts.</li> <li>3. By September 2010, teachers in each SLC will have attended the overview of Smith’s PD goals regarding differentiation with an emphasis on multiple writing and power of “I”</li> <li>4. Mid September and continuing throughout the year, 407 students will be tracked.</li> <li>5. By November 2010, teachers will have attended the Transparency PD to help them reach students and parents.</li> <li>6. February to June 2011 the process will be continued.</li> </ol>
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**Alfred E. Smith CTE High School  
English Language Arts  
Ed Meade – Assistant Principal  
Action Planning  
2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 3:</b>	Increase PD attendance by 5%. Provide Professional Development to Staff Regarding Utilization of ARIS, Acuity data, and Differentiated Instruction with a focus on Multiple Draft Writing and the Power of “I.”
<b>Evidence of Need (Data)</b>	Teachers requesting information regarding data collection, differentiated instruction and Power of “I”
<b>Implementation Target to Address:</b>	Implementation Target(s) this Goal Addresses: All ELA/ ESL staff in school year 2010-2011. Move to cross curriculum within SLCs 2010-2011.
<b>Area of Focus:</b>	<b>Circle One:</b> Instruction    Leadership <u>Support</u> Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
1. Overview of Professional Development Objectives.	Mr. Meade	Teachers in each SLC receive PD regarding UbD and Differentiated Instruction via the Power of “I” Multiple Draft Writing.	Computer and overhead projector	By September 2010
2. PD regarding	Mr. Meade	Teachers provide students and parents with unit outlines	Same as above	November

Transparency				
3. PD regarding the new Common Core State Standards	Mr. Meade and Ms. Caragiorgis	Teachers post student writing samples that address the CCSS	Copy of the CCSS and a breakdown of reading and writing for college and career readiness.	Introduce in September and continue to address throughout the school year.

4. Walk Throughs	Mr. Haseley and Content Area APs	- Identify elements of Differentiation via power of "I" and multiple draft writing opportunities. -Identify unit plans that indicate students are aware of skills and concepts to be learned		December 2010 & January 2011
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5. Continue Process for Second Semester		Teachers bring artifacts and samples of student work to future PDs to model their classroom success with differentiation.	Student Samples	January – June 2011
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**Professional Development Required:** See specific strategies above.

<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>	<p>Tax Levy; NYSTL; Title III; SURR Title I; Title I SWP; Contract for Excellence (C4E); 21<sup>st</sup> Century funding will be used to supplement necessary after-school programs.</p>
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<b>Indicators of Interim Progress and/ or Accomplishment</b>	<ol style="list-style-type: none"><li>1. By September 2010, teachers in each SLC will have attended the overview of Smith’s PD goals regarding differentiation with an emphasis on multiple writing and power of “I” They will also have packet containing the Common Core State Standards and PD with regard to types of writing as addressed in the CCSS.</li><li>2. By November 2010, teachers will have attended the Transparency PD to help them reach students and parents.</li><li>3. By December 2010, Content Area teachers will meet with teachers to learn to generate spread sheets for tracking sub groups. Also, ARIS training will be available during lunch and learns.</li><li>4. By January 2011, APs and teachers will begin walk throughs to identify differentiation and transparency in class room practice.</li><li>5. February to June 2011 the process will be continued. Teachers will bring artifacts to PDs to model student success with differentiation via multiple draft writing opportunities and the power of “I”.</li></ol>
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**Alfred E. Smith CTE High School**  
**Rene Cassanova, Principal**  
**Sylvan Haseley, Assistant Principal/Mathematics**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound**

<b>Goal 1:</b>	By June 2011 black, Hispanic and economically disadvantaged students will progress toward achieving state standards as measured by an increase in graduation rate from 46% to 60%.
<b>Evidence of Need (Data)</b>	NCLB Regents Data, Progress Reports and RCOS Reports analysis. To improve graduation rate and student performance on NLCB and Progress Report.
<b>Implementation Target to Address:</b>	At least 60% Hispanic students in Cohort 2011 need to earn a grade 65 or better on the Integrated Algebra Regents At least 60% Black students in Cohort 2011 need to earn a grade of 65 or better on the Integrated Algebra Regents. At least 60 % of students with IEPs in Cohort 2011 need to earn a grade of 65 or better on the Integrated Algebra Regents
<b>Area of Focus:</b>	<b>Circle One:    Instruction    Leadership    Support    Structure</b>

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
<ul style="list-style-type: none"> <li>1. Identifying target groups: Hispanics, Blacks and Special needs Students</li> </ul>	Haseley/Marchoug	Formative Assessments/ Interim Assessments Data Analysis Looking at Students work/ SLC Teams Summative Assessments(Midterm, Jan Regents and Post Assessments	ARIS Reports by student Transcripts, Report Card Teacher Bi- weekly assessments Acuity	Sept 2010
<ul style="list-style-type: none"> <li>2. Utilize C6R and After School, During School Tutoring, PM School , Push In or Pull out Model (Peer Tutoring)</li> </ul>	Haseley /Marchoug/ Ritacco	Interim Assessments Data Analysis Looking at Students work Summative Assessments (Midterm, Jan Regents and Post Assessments.) C6R logs	ARIS Reports by student Transcripts, report card Teacher Bi- weekly assessments Acuity	Oct 2010 – Jan 2011 Feb 2011 – May 2011

Implement Graphing Calculator (TI83) and Beyond. Test taking Strategies	All Math Teachers	Formative Assessments/ Interim Assessments Data Analysis Looking at Students work/ SLC Teams Summative assessments(Midterm, Jan Regents and Post Assessments Instructional Rounds	Implement Graphing Calculator (TI83) and Beyond resource. TI83 Calculator (Class set for every math teacher.	Sept 2010 – April 2011
Literacy in Mathematics. Focus on Writing through meta-cognition. Problem of The Day. Real Life Applications every day.	All Math Teachers	Journals, Exit Slips ,Portfolios, Scholarship, Data Analysis from written responses Looking at Students Instructional Rounds	Jmap.org, Interim Assessments, Jan Regents Results analysis,	Oct 2010 – Jan 2011 Feb 2011 – May 2011
<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>	<ol style="list-style-type: none"> <li>1. Prentice Hall Integrated Algebra, Geometry, Trigonometry and /B Textbooks</li> <li>2. Prentice Hall Math Resource Software</li> <li>3. Use of Technology – TI-83 graphing utility; TI Navigator ,Laptop computers</li> <li>4. LSO Mathematics Specialist (Inquiry Process)</li> </ol> <p>Tax Levy; NYSTL; Title III; SURR Title I; Title I SWP; Contract for Excellence (C4E); 21<sup>st</sup> Century funding will be used to supplement necessary after-school programs.</p>			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ol style="list-style-type: none"> <li>1. Increased passing rates on all Interim Assessments and Midterm Examinations</li> <li>2. Increased passing rate on the January 2010, Mathematics Regents Examination.</li> <li>3. Increased students’ performance on every mathematics tests, quizzes, and in-class examination.</li> <li>4. Classroom observations; improved student attendance</li> </ol>			

**Professional Development Required: How to use data to drive instruction. (A.P.)**

**Alfred E. Smith CTE High School**  
**Rene Cassanova, Principal**  
**Sylvan Haseley, Assistant Principal/Mathematics**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound**

<b>Goal 2:</b>	<b>By June 2011, we will increase attendance by 5% in all 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade mathematics classes and for 9<sup>th</sup> grade students with more than 20 absences before attending High School.</b>
<b>Evidence of Need (Data)</b>	List Notice, RESI attendance Report, ARIS Data analysis. To improve graduation rate and student performance on NLCB and Progress Report.
<b>Implementation Target to Address:</b>	9 <sup>th</sup> Grade Students with more than 20 absence entering High School, Students with more than 5 absence and Pre - 407's
<b>Area of Focus:</b>	<b>Circle One:    Instruction    Leadership    Support    Structure</b>

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
<ul style="list-style-type: none"> <li>1. Create Data Base for 9th graders with More than 20 absence</li> </ul>	Marchoug Mr. Clock	Daily attendance reports ARIS Attendance Tracker Teachers logs Guidance Reports Attendance Initiative Report	Home visits reports	Sept 2010 – April 2011
<ul style="list-style-type: none"> <li>2. Inquiry work in content area and Small Learning Community Sessions</li> </ul>	All Math teachers All teachers across grade level.	Scholarship, daily attendance reports, ARIS Attendance Tracker, Teachers logs, Guidance Reports	Attendance by Alpha Guidance referrals Attendance Initiative Report.	Sept 2010 – April 2011
<ul style="list-style-type: none"> <li>3. Improve school</li> </ul>		Trips, Clubs, Transitional		Sept 2010 – April 2011

culture for students with absence	Bramble	return,	Parent coordinator input School leadership Uft support	
Curriculum Alignment and Common assessments	Mathematics Grade Level Teams (All Mathematics teachers)	Formative Assessments/ Interim Assessments Summative Assessments(Midterm, Jan Regents and Post Assessments)	Curriculum Guides NYCDOE Pacing guide AMAPS JMAP Resources	By October 2010
Apperson 1200 Data Analysis tool in all mathematics Classes.	All Mathematics Teachers, Grade Leaders for each Regents Course	<b>Item Analysis</b> of every tests, quizzes, midterm and final examinations to evaluate instructional strategies, and overall student understanding of mathematical concepts Continued provision of intensive	Computer equipment and software, printers and scan sheets.	Sept 2010 – May 2011
Goal Setting in all mathematics Classes for students performing below state standard. (Students in lowest third)	All Mathematics Teachers,	<b>Academic Intervention Services</b> (AIS) to all students who are not meeting State standards, including but not limited to, the Saturday , weekday <b>tutoring</b> sessions and Peer Tutoring	Data Analysis from Bi weekly and Interim Assessments, January 2011 Regents and Lowest third data base.	Sept 2010 – May 2011
Project Based Learning in all mathematics classes	All Mathematics Teachers,	Looking at students work. Presentations and Projects Evaluation	Common Rubric, Presentation materials, including Mobile Laptops and Projectors	Sept 2010 – May 2011
2 <sup>nd</sup> Marking Period Make up Session for students in jeopardy of failing 3 <sup>rd</sup> Marking period.	All Mathematics Teachers,	Attendance from Make up Sessions and Student Work (Folders) from each teacher's classroom. Progress Reports from each teacher.	Assessment Analysis for each students, Edperformance, Equity or Teacher generated Work for individual students.	December 31,2010  April 2011

<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>	<ol style="list-style-type: none"> <li>5. Prentice Hall Integrated Algebra, Geometry, Trigonometry and /B Textbooks</li> <li>6. Prentice Hall Math Resource Software</li> <li>7. Use of Technology – TI-83 graphing utility; TI Navigator ,Laptop computers</li> <li>8. LSO Mathematics Specialist</li> <li>9. Tax Levy; NYSTL; Title III; Title I; Title I SWP; Contract for Excellence</li> </ol> <p>Tax Levy, NYSTL, Part 154 LEP, Title III, SURR Title I, Project Arts, Special Needs, State Magnet, , State Standards, Title I SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>5. Increased student attendance in all mathematics classroom</li> <li>6. Increase student engagement as evident in classroom observations</li> <li>7. Increased students’ performance on every mathematics tests, quizzes, and in-class examination.</li> <li>8. Increased passing rate on the January 2011, Mathematics Regents Examination.</li> </ol>

**Professional Development Required: Students who earn credits in 9<sup>th</sup> grade are more likely to graduate from High School.**

**Alfred E. Smith CTE High School**  
**Rene Cassanova, Principal**  
**Mathematics**  
**Sylvan Haseley, Assistant Principal**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound**

<b>Goal 3:</b>	<b>By 2011, 100% of mathematics staff will be provided with the opportunity to receive professional development through content area, small learning community (SLC) meetings, and lunch and learn sessions, or through external sources.</b>
<b>Evidence of Need (Data)</b>	To move towards well develop rating on Quality Review and improve Environment Survey score on the Progress Report
<b>Implementation Target to Address:</b>	Develop Professional Learning Community around Assessment. Instruction & Curriculum.
<b>Area of Focus:</b>	<b>Circle One:    Instruction    Leadership    Support    Structure</b>

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
1. Create structure for <b>Common Assessment:</b> (4hrs/month)	Grade Leaders and all Math Teachers	Curriculum Guides, Calendar templates Pacing Guides, Scope and Sequence and Calendar of lessons.	ARIS Apperson 1200 Edperformance Jmap.org Exam Generator	Sept 2010
2. <b>Inquiry Work:</b> Create 9 <sup>th</sup> grade algebra team, Algebra Completing team, Geometry Team, Trigonometry & Math B Teams (4hrs/month)	Mr. Clock Mr. Marchoug Mr. Bramble	Data Analysis from June 2010 Summative Assessments, Data from Bi- Weekly Assessments, Data from Interim Assessments. Anecdotes from inquiry sessions, goal setting students	ARIS Apperson 1200 tool Edperformance Smart Goals Template	Sept 2010 – Oct 2010
3. Create structure for	Grade Teams	Inquiry work from inter-	California Standards	Nov 2010 – April 2011

<b>Instructional Rounds</b> with teams of teachers.		visitations, 5 minute observations, Looking at students work,	Consultation with ICI	
<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>	10. Prentice Hall Integrated Algebra, Geometry, Trigonometry and /B Textbooks 11. Prentice Hall Math Resource Software 12. Use of Technology – TI-83 graphing utility; TI Navigator ,Laptop computers 13. LSO Mathematics Specialist  Tax Levy; NYSTL; Title III; SURR Title I; Title I SWP; Contract for Excellence (C4E); 21 <sup>st</sup> Century funding will be used to supplement necessary after-school programs.			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	9. Increase in the number of teachers involved in inquiry work 10. Increase in number of teachers conducting Professional Development (Share Best Practices) 11. Increase student engagement seen in observation Reports etc. 12. Increase number of teachers doing winterizations 13. Increased student outcome on the January 2011, Mathematics Regents Examination. 14. Increased students’ performance on every mathematics tests, quizzes, and in-class examination. 15. Increase in student attendance.			

**Professional Development Required: Goal Setting in a mathematics classroom, Data analysis, How to use ARIS, Edperformace Series. Collaborative Inquiry and Professional learning Communities, Project based Learning in a mathematics classroom.**

**Alfred E. Smith CTE HS  
Science Department**

**Sylvan Haseley, Assistant Principal  
Action Planning  
2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound**

<b>Goal 1:</b>	By June 2011, Black, Hispanic and Economically Disadvantage students of cohort 2011 will progress toward achieving New York State Standards as measured by a 14% increase in graduation rate
<b>Evidence of Need (Data)</b>	Need to meet AYP goals and Progress Report benchmarks for the 2010/11 school year
<b>Implementation Target to Address:</b>	Potential January 2011 and June 2011 graduates
<b>Area of Focus:</b>	Circle One: <b>Instruction</b> Leadership Support Structure

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
Potential graduates who previously failed a science Regents will be assigned tutoring	Assistant Principal Guidance Counselors Science Teachers C6R assigned teachers	Formative Assessments/ Interim Assessments Data Analysis Looking at Students work/ SLC Teams Summative Assessments(Midterm, Jan Regents and Post Assessments	Student Transcripts	-Saturdays Dec- Jan for Jan 2011 Regents exams -Selected days (3/Wk) as C6R teacher assigned -Saturdays April -June for June 2011 Regents exams
Potential graduates who previously failed the required science labs will be assigned to lab make-up camp in order to become eligible to sit for the Science Regents Exams	Assistant Principal Guidance Counselors Science Teachers	Formative Assessments/ Interim Assessments Data Analysis Looking at Students work/ SLC Teams	Student Transcripts	Saturdays Dec- Jan  Saturdays Mar – May

		Summative Assessments(Midterm, Jan Regents and Post Assessments Review of student transcripts and Lab 1 and Lab 2 portfolios		
<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>	Tax Levy; NYSTL; Title I; 21 <sup>st</sup> Century funding will be used to supplement necessary after-school programs.			
<b>Professional Development Required: Training for reviewing and identifying potential graduates for tutoring and make-up classes.</b>				

**Alfred E. Smith CTE HS**  
**Science**  
**Sylvan Haseley, Assistant Principal**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound**

<b>Goal 2:</b>	<b>By June 2011, we will increase attendance by 5% in all science classes and for 9<sup>th</sup> grade students with more than 20 absences before attending High School.</b>
<b>Evidence of Need (Data)</b>	Passing rates of subject classes. Need to meet AYP goals and Progress Report benchmarks for the 2010/11 school year
<b>Implementation Target to Address:</b>	All Black, Hispanic, Economically disadvantage students who have an attendance rate at or below the school's average
<b>Area of Focus:</b>	Circle One: <b>Instruction</b> Leadership    Support    Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
1. Contacting parents by phone and mail of failing students.	Science Teachers	Attendance records, review of classroom assessments Formative Assessments/ Interim Assessments Data Analysis Looking at Students work/ SLC Teams Summative Assessments(Midterm, Jan Regents and Post Assessments	Mailings lists, phone numbers, form letters, envelops, assess to phones ARIS Reports by student Tanscripts,Report Card Teacher Bi- weekly assessments Acuity	Ongoing during the semester. At least one contact for each marking period.
2. Providing extra-help to students with at-risk attendance records	Subject teacher	Review of previous midterms, finals, in house exams, Regents, standardized assessments, student's work Formative Assessments/ Interim Assessments Data Analysis Looking at Students work/ SLC Teams Summative Assessments(Midterm, Jan Regents and Post Assessments	ARIS Reports by student Tanscripts, Report Card Teacher Bi- weekly assessments Acuity Item analysis of previous exams. ARIS,	As needed during the term.
3. Conferencing with students at risk of not earning credit and providing make-up work in science or PE classes	Subject teacher	Tests, homework, class work Formative Assessments/ Interim Assessments Data Analysis Looking at Students work/ SLC Teams Summative Assessments(Midterm, Jan Regents and Post Assessments	ARIS Reports by student Tanscripts,Report Card Teacher Bi- weekly assessments Acuity Student work	As needed during the term but with an emphasis on " <i>Getting it Done</i> " two weeks before the end of each marking period.
<b>Aligning Resources:</b>				

<b>Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Levy; NYSTL; Title I; 21 <sup>st</sup> Century funding will be used to supplement necessary after-school programs.
<b>Professional Development Required: Training for using ARIS, understanding item analysis, developing make-up work.</b>	

<b>Alfred E. Smith CTE HS</b>
<b>Science Department</b>
<b>Sylvan Haseley, Assistant Principal Action Planning 2010-2011</b>

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound**

<b>Goal 3:</b>	By June 2011, teachers will be provided with the opportunity to receive professional development focusing on differentiated instruction, Professional learning Communities, and teaching strategies for students of color through department or small learning community (SLC) meetings, lunch and learn, or through external source.
<b>Evidence of Need (Data)</b>	Need to meet AYP goals and Progress Report benchmarks for the 2010/11 school year
<b>Implementation Target to Address:</b>	physical education and science teachers

<b>Area of Focus:</b>	<b>Circle One:</b> <u>Instruction</u> Leadership Support Structure
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<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
1. Include in each Math/Science content meeting an Instructional PD component including differentiation	Assistant Principal,	Review of curricula, calendar of lessons and past Regents exams. Formative Assessments/ Interim Assessments Data Analysis Looking at Students work/ SLC Teams Summative Assessments(Midterm, Jan Regents and Post Assessments	Literature, equipment, supplies, projector, laptop, handouts, venues as needed depending on the PD ARIS Reports by student Transcripts, Report Card Teacher Bi- weekly assessments Acuity Item analysis of previous exams.	Each time content area meets ( 1 per month) from Sept 2010-June 2011
2. Communicate the availability of PD outside of the building and the school's <i>Lunch and Learn</i> sessions.	Assistant Principal, Teacher –in-charge of the teacher center, Department members	Calendar of PD events Review of curricula, calendar of lessons and past Regents exams.	Announcements from the DOE, professional organizations, and community groups	Sept 2010-June 2011
<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>	Tax Levy; NYSTL; Title 1			

**Professional Development Required: Training for presenting differentiation instruction techniques**

**Alfred E. Smith**  
**Social Studies**  
**Grecian Harrison, Assistant Principal**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 1:</b>	<ul style="list-style-type: none"> <li>By June 2011, there will be an increase in the cohort Graduation Rate for our Hispanic students by 10%.</li> <li>By June 2011, there will be an increase in the cohort Graduation Rate for our Black students by 5%.</li> </ul>
<b>Evidence of Need (Data)</b>	The Assistant Principal of Social Studies and the Social Studies Department has identified cohort students by subgroups who have not passed/ or taken their required Regents or RCT examination in Global History and Geography and United States History and Government.
<b>Implementation Target to Address:</b>	Blacks, Hispanics, ELL and economically disadvantaged students in Cohort 2011.
<b>Area of Focus:</b>	<b>Circle One:    Instruction    Leadership    Support    Structure</b>

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
Identify 2011 and 2012 cohort students who have not passed/or taken their required Regents or RCT examination in Global History and Geography and United States History and Government. These students will be placed in prep classes and/or Credit Recovery beginning in September 2010-June 2011.	Assistant Principal/Social Studies and the Social Studies Department	Cohort data will be used to identify students that scored between a 55-64 and/or failed the Regents and/or RCT examination.	Cohort Data	September 2010-June 2011
Students have been registered for social studies prep classes in September 2010 in the areas that they are deficient in. We will provide them	Assistant Principal/Social Studies Programming Chair	<ul style="list-style-type: none"> <li>Cohort 2011 data will be used to assess student progress and to identify students that</li> </ul>	Cohort Data ATS	September 2010-June 2011

with small group and one-on-one instruction in order to help them be successful on these assessments.		<p>scored between a 55-64 and/or failed the Regents and/or RCT in Global History and Geography and/or U.S. History and Government.</p> <ul style="list-style-type: none"> <li>• There will be an increase of 5% of Cohort students that will pass the Regents examination in Global History and/or U.S. History and Government.</li> </ul>		

**Professional Development Required:**  
Assistant Principal/ Social Studies will provide on-going professional development on differentiated instruction.

**Alfred E. Smith  
Social Studies  
Grecian Harrison, Assistant Principal  
Action Planning  
2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound**

<b>Goal 2:</b>	<ul style="list-style-type: none"> <li>• By June 2011, our Blacks, Hispanics, ELL's, and economically disadvantaged students, will demonstrate an increase in attendance in all Social Studies classes by 10%.</li> </ul>
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	<ul style="list-style-type: none"> <li>• By June 2011, we will demonstrate a 10% increase in attendance for our 10<sup>th</sup> grade female population.</li> <li>• By June 2011, we will demonstrate a 5% increase in attendance for our 10<sup>th</sup> grade male population.</li> </ul>
<b>Evidence of Need (Data)</b>	In an effort to increase attendance in all social studies classes, the department has devised a plan to monitor students' academic performance and attendance.
<b>Implementation Target to Address:</b>	Black, Hispanic, ELL's, and economically disadvantaged students in Grades 9-12.
<b>Area of Focus:</b>	<b>Circle One:    Instruction    Leadership    Support    Structure</b>

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
The Social Studies Department will send letters, bi-weekly progress reports and other written notification to update parents on students' absences and attendance in their classes	Assistant Principal/Social Studies and the Social Studies Department	Daily attendance and cumulative reports will be used to identify students that have attendance issues. Parents will be notified on a weekly basis of students' tardiness, absences and cuts. Progress Reports will be generated to keep them updated regarding students' progress.	<ul style="list-style-type: none"> <li>• Daily attendance reports</li> <li>• Cumulative Reports</li> <li>• 407 Reports</li> <li>• AIDP</li> <li>• Tax Levy</li> </ul>	September 2010-June 2011
Teachers will maintain parent contact logs in order to keep accurate records of weekly and monthly contacts	Social Studies Teachers	The department will maintain parent contact logs to record parental notification and intervention measures. Social Studies teachers will also contact the parents of any students who have missed more than three days in their class on a weekly basis.	Alpha Report Parent Contact Logs Progress Reports AIDP Tax Levy	August 2010-June 2011

**Professional Development Required:**

Teams of teachers will collaborate on attendance and intervention measures on a monthly basis.

**Alfred E. Smith**  
**Social Studies**  
**Grecian Harrison, Assistant Principal**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 3:</b>	By June 2011, there will be an 80% increase in the number of teachers participating in professional development opportunities. In addition to content-area and SLC meetings, all academic and CTE teachers will be expected to attend a minimum of 4 professional development sessions during 2010-2011 school years.
<b>Evidence of Need (Data)</b>	We will consistently encourage teachers to participate in professional development opportunities on differentiated instruction, professional learning communities, and instructional strategies for working with students of color.
<b>Implementation Target to Address:</b>	All teachers of grades 9-12.
<b>Area of Focus:</b>	<b>Circle One:</b> <b>Instruction</b> <b>Leadership</b> <b>Support</b> <b>Structure</b>

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
Assistant Principal/Social Studies and SLC Director(S)	Assistant Principal/Social	Teachers will utilize data from assessments and other	Tax Levy Funding	September 2010-June

will conduct professional development sessions on differentiated instruction during monthly content-area and SLC meetings.	Studies SLC Director(s)	indicators to create lessons that are more student-centered and engaging to students. This will be evident in formal and informal reports.		2011
Teams of teachers will collaborate on instructional practices that are used across disciplines.	Assistant Principal/Social Studies SLC Director(s)	<ul style="list-style-type: none"> <li>Teachers will utilize entrance and exit slips, anticipation guides, and reflective surveys to assess student comprehension and prior knowledge of the subject matter.</li> <li>Common Assessments</li> <li>Item Analysis</li> <li>Uniform Midterm and Final Examinations will be given in the fall and spring semesters of 2010-2011.</li> </ul>	Professional Development (including Lunch and Learn sessions) on differentiated instruction, professional learning communities, and instructional strategies for teaching students of color.	September 2010-June 2011

**Professional Development Required:**

Professional Development will be needed on differentiated instruction, professional learning communities, and instructional strategies for working with students of color.

**Alfred E. Smith CTE HS  
Health, Physical Education**

**Grecian Harrison, Assistant Principal  
Action Planning  
2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 1:</b>	By June 2011, Black, Hispanic and Economically Disadvantage students of cohort 2011 will progress toward achieving New York State Standards as measured by a 12% improvement in the graduation rate.
<b>Evidence of Need (Data)</b>	Need to meet AYP goals and Progress Report benchmarks for the 2010/11 school year
<b>Implementation Target to Address:</b>	Potential January 2011 and June 2011 graduates
<b>Area of Focus:</b>	Circle One: <b>Instruction</b> Leadership    Support    Structure

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
Potential graduates who previously failed physical education will be assigned to PE make-up camp	Assistant Principal Physical Education Teachers	Review of student transcripts	Student Transcripts	Saturdays Dec- Jan for Jan 2011 Regents exams  Saturdays Mar – May for June 2011 Regents exams
<b>Aligning Resources: Implications for Budget, Staffing/Training, and</b>	Tax Levy; NYSTL; Title I; 21 <sup>st</sup> Century funding will be used to supplement necessary after-school programs.			

<b>Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	
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**Professional Development Required: Training for reviewing and identifying potential graduates for tutoring and make-up classes.**

**Alfred E. Smith CTE HS**  
**Health & Physical Education**  
**Grecian Harrison, Assistant Principal**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 2:</b>	By June 2011, Black, Hispanic and Economically Disadvantage students will increase attendance as measured by a 5% increase in the attendance rate.
<b>Evidence of Need (Data)</b>	Passing rates of subject classes. Need to meet AYP goals and Progress Report benchmarks for the 2010/11 school year
<b>Implementation Target to Address:</b>	All Black, Hispanic, Economically disadvantage students who have an attendance rate at or below the school's average
<b>Area of Focus:</b>	Circle One: <b>Instruction</b> Leadership    Support    Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
1. Contacting parents by phone and mail of failing students.	SPE Subject Teachers	Attendance records, review of classroom assessments	Mailings lists, phone numbers, form letters, envelops, assess to phones	Ongoing during the semester. At least one contact for each marking period.
2. Providing extra-help to students with at-risk attendance records	Subject teacher	Review of previous midterms, finals, in house exams, Regents, standardized assessments, student's work	Item analysis of previous exams. ARIS,	As needed during the term.

3. Conferencing with students at risk of not earning credit and providing make-up work in science or PE classes	Subject teacher	Tests, homework, class work	Student work	As needed during the term but with an emphasis on “ <i>Getting it Done</i> ” two weeks before the end of each marking period.
<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>	Levy; NYSTL; Title I; 21 <sup>st</sup> Century funding will be used to supplement necessary after-school programs.			
<b>Professional Development Required: Training for using ARIS, understanding item analysis, developing make-up work.</b>				

**Alfred E. Smith CTE HS**  
**Health & Physical Education**  
**Grecian Harrison, Assistant Principal**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 3:</b>	By June 2011, teachers will be provided with the opportunity to receive professional development focusing on differentiated instruction, Professional learning Communities, and teaching strategies for students of color through department or small learning community (SLC) meetings, lunch and learn, or through external source as measured by an 80% participation rate of the school staff.
<b>Evidence of Need (Data)</b>	Need to meet AYP goals and Progress Report benchmarks for the 2010/11 school year
<b>Implementation Target to Address:</b>	physical education and teachers

<b>Area of Focus:</b>	<b>Circle One:</b> <u>Instruction</u> Leadership Support Structure
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Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
1. Include in each PE content meeting an Instructional PD component including differentiation	Assistant Principal,	Review of curricula, calendar of lessons and past Regents exams.	Literature, equipment, supplies, projector, laptop, handouts, venues as needed depending on the PD	Each time content area meets ( 1 per month) from Sept 2010-June 2011
2. Communicate the availability of PD outside of the building and the school's <i>Lunch and Learn</i> sessions.	Assistant Principal, Teacher –in-charge of the teacher center, Department members	Calendar of PD events Review of curricula, calendar of lessons and past Regents exams.	Announcements from the DOE, professional organizations, and community groups	Sept 2010-June 2011
3. CPR/AID Certification for athletic coaches	Assistant Principal	Review certification list of coaches training	Reservations with Emergency Skills, INC (ESI)	June 2011
<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>	Tax Levy; NYSTL; Title 1			

**Professional Development Required: Training for presenting differentiation instruction techniques**

**Alfred E. Smith CTE High School  
Career & Technical Education (CTE)  
Rafael Guzman, Assistant Principal  
Action Planning  
2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 1:</b>	To increase graduation rate by 12% for the year 2011 cohort ( <b>Building Trades, Auto and Pre-Engineering program</b> )
<b>Evidence of Need (Data)</b>	Progress report, school survey reflects our graduation rate to be 48%.
<b>Implementation Target to Address:</b>	All students in the CTE programs
<b>Area of Focus:</b>	Circle One: <b>Instruction</b> <b>Leadership</b> <b>Support</b> <b>Structure</b>

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
CTE teachers will be required to maintain a portfolio for each student and monitor student progress.	CTE teachers Assistant Principal	Teachers will case-conference with each student every other week to discuss student progress. Teachers will use marking period grades to assess student progress. AP will monitor teacher progress on a bi-weekly basis.	DATA which will be provided by Assistant Principal/Program Chair	This will be in effect immediately after the teachers are given the SMART Goals. This specific strategy will be monitored by the AP for the remaining of the school year.
Students will be tested bi-weekly in all CTE classes.	CTE teachers Assistant Principal	Common assessments will be created by teachers and given every other week on Fridays. Module exams will be used as	Module exams from NCCER for building trades and AYES testing for automotive trades.	Students will be assessed on a bi-weekly basis. Overall progress will be monitored every marking

		the summative assessment for each module.	Student Rosters will be provided to teachers.	period.
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**Professional Development Required: Teachers will be given PD on item analysis and collecting DATA from ARIS.**  
**Funding Source: VATEA, Tax Levy and Century 21 grant.**

**Alfred E. Smith**  
**CTE**  
**Rafael Guzman, Assistant Principal**  
**Action Planning**  
**2010-2011**

**SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, and Time-bound**

<b>Goal 2:</b>	To Increase attendance by 3 % in all CTE programs
<b>Evidence of Need (Data)</b>	Schools survey reflects attendance at 78%.
<b>Implementation Target to Address:</b>	All students in grades 9-12
<b>Area of Focus:</b>	Circle One: <b>Instruction</b> <b>Leadership</b> <b>Support</b> <b>Structure</b>

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
All staff will make daily follow-up outreach to parents and guardians of students not attending their classes.	CTE Teachers Assistant Principal	Attendance reports, daily attendance sheets and attendance records	DATA provided by attendance office, phone master system	Calls are made every day and progress will be evaluated on a weekly basis.
All staff will verify student's biographical information to ensure that the school has updated information on all students.	CTE Teachers	All students bio-graphical information will be verified on a weekly basis while teachers make parental contacts	Phone access, students biographical information list, mailing list	Everyday teachers will verify student biographical information

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**Professional Development Required: Teachers will be given PD on procedures for utilizing phone master system Staff will be trained on how to access data to determine students with attendance issues, for example; (ATS, ARIS, etc.)**  
**Funding Source: VATEA, Tax Levy and Century 21 grant.**

<b>Goal 3:</b>	Increase the number of teachers participating in professional development.
<b>Evidence of Need (Data)</b>	We will consistently encourage teachers to participate in professional development opportunities on differentiated instruction.
<b>Implementation Target to Address:</b>	Grades 9-12
<b>Area of Focus:</b>	<b>Circle One:    Instruction    Leadership    Support    Structure</b>

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
Assistant Principal/Social Studies and SLC Director(S) will conduct professional development sessions on differentiated instruction during monthly content-area and SLC meetings.	Assistant Principal/Social Studies SLC Director(s)	Teachers will utilize data from assessments and other indicators to create lessons that are more student-centered and engaging to students. This will be evident in formal and informal reports.	Tax Levy Funding	September 2010-June 2011
Teams of teachers will collaborate on instructional practices that are used across disciplines.	Assistant Principal/Social Studies SLC Director(s)	Common Assessments Item Analysis Uniform Midterm and Final Examinations	Professional Development on Differentiated Instruction	September 2010-June 2011

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**Professional Development Required:**

**Professional Development will be needed on differentiated instruction and student engagement for all teachers.**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

***Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year’s Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year’s Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)*

**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 SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT**

FOR ALL SCHOOLS

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	52	10					9	23
10	86	70					17	15
11	89	10					2	4
12	86	50					0	0

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- 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>	<p>Small Group Instruction is provided during the school day, after school and on Saturdays. The Credit Accumulation program that we collectively designed and supervised provides students with an opportunity to earn a maximum of 3-4 credits per semester. After reviewing students' transcripts and report cards, we determined that it was important to create classes based on student's academic progress. Therefore, the program was divided into two strands- students that failed academic and/or CTE classes with a grade of a 45 or 55. Seniors were provided with independent study opportunities and they met with teachers during lunch and free periods to complete a portfolio of reading and writing tasks consisting of creative and essay writing as well as functional documents like business letters.</p> <p>Students are also provided with after school tutoring to complete writing assignments for any academic class. This program is being offered to students in all grade levels, and it began immediately following the January 2011 Regents exams.</p>
<b>Mathematics:</b>	<p>The advantage 1200 data analysis tools identify weakness in content strands for students. Teachers are involved in goal setting for individual students. This enables targeted instruction through differentiated instruction and timely and effective feedback of the evaluative process. This session is conducted in small groups (5-10) students for a 45 minute period, by experienced and maximum tenured teachers during regular school hours. The program is supported by the infusion of technology based instruction on mobile laptops using the Carnegie learning systems, Smart board technology and Ti Navigator instant evaluative tools.</p> <p>Mathematics department tutoring Center: (Teacher Volunteers) teachers volunteer their lunch and or prep period to provide one on one help to students for students in the range (55-64) for the January Regents and Component Retesting. Students taking component retest receive targeted assistance by content modules. Each session is conducted in small groups (5-10) students with a minimum of two teachers. Students have the opportunity to receive homework help and follow up on classroom instruction. This service is delivered for 45-minute periods for 2 to 4 days a week during regular school day and after school. The Saturday tutoring session runs for 3 hours for 2 distinct groups of students. Credit accumulation received during PM School runs for two (2) hours for up to twenty- five students. Small Group Instruction is provided during the school day, after school and on Saturdays.</p> <p>Peer Tutoring is provided by students from the National Honor Society.</p> <p>Access to academic learning software is provided.</p>

<p><b>Science:</b></p>	<p>The advantage 1200 data analysis tools identify weakness in content strands for students. Teachers are involved in goal setting for individual students. This enables targeted instruction through differentiated instruction and timely and effective feedback of the evaluative process. This session is conducted in small groups (5-10) students for a 45 minute period, by experienced and maximum tenured teachers during regular school hours</p> <p>Saturday Science Lab Camp is available for any students to make up missing lab hours in order to have the stipulated number of hours by the State. Science tutoring is also available on Saturdays for student to prepare for science regents.</p> <p>Small Group Instruction is provided during the school day through teachers Circular 6 R assignments, After school and Saturday tutoring is available for students to prepare for regents examination.</p> <p>Peer Tutoring is provided by students from the National Honor Society. Students have the opportunity to receive homework help and follow up on classroom instruction. This service is delivered for 45-minute periods for 2 to 4 days a week during regular school day and after school. The Saturday tutoring session runs for 3 hours for 2 distinct groups of students. Credit accumulation received during PM School runs for two (2) hours for up to twenty- five students.</p> <p>Access to academic learning software is provided. Academic enrichment programs are available through the Science and Green Club.</p>
<p><b>Social Studies:</b></p>	<p>Small Group Instruction is provided during the school day, after school and on Saturdays. Peer Tutoring is provided in affiliation with the National Honor Society. The Credit Accumulation program that we collectively designed and supervised provides students with an opportunity to earn a maximum of 3-4 credits per semester. After reviewing students' transcripts and report cards, we have determined that it was important to create classes based on student's academic progress. Therefore, the program was divided into two strands- students that failed academic and/or CTE classes with a grade of a 45 or 55. If students' failed the course with a 45, they would be required to make up 54 hours of seat time and 20 hours if they failed with a grade of 55-60.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Counselors monitor students' academic progress each marking period by</p> <ul style="list-style-type: none"> <li>- Asking parent via a letter to meet with them to discuss lack of progress</li> <li>- Mapping out on a Diploma Requirement Work Sheet for students and their parents what</li> </ul>

	<p>classes and tests have been passed and/or must be passed in order to graduate</p> <ul style="list-style-type: none"> <li>- Discussion with parents and students the various support services that are available at Alfred E. Smith CTE High School for their child. E.g. tutoring, prep classes, PM and Summer School, independent study (for seniors);</li> <li>- Discussion at weekly Student Support meetings and SLC meetings the status of students with poor attendance and interventions that have been implemented</li> <li>- Visiting shops each semester to review students' current transcripts, Diploma Requirement Work Sheet, and graduation requirements.</li> </ul> <p>Students who are at emotional risk are:</p> <ul style="list-style-type: none"> <li>- Interviewed by the guidance counselor to determine the appropriate services needed</li> <li>- Referred to our in-school social worker, SPARK counselor or to an outside agency depending on the student's need.</li> </ul> <p>If the student has an IEP and is already receiving special services, the guidance counselor discusses the issue with the child's related service counselor.</p> <p>If an IEP student is not receiving special service, the issue is referred to the Assistant Principal Special Education for further review by the SBST Team</p>
<b>At-risk Services Provided by the School Psychologist:</b>	The Psychologist provides no direct services to students on a routine basis; however, she is available for students in crisis and consultation with parents and staff.
<b>At-risk Services Provided by the Social Worker:</b>	Students are referred to the Social Worker via a referral form with approval from the Assistant Principal Guidance
<b>At-risk Health-related Services:</b>	There is an on-site registered nurse at the school as well as a nurse's aide. They are readily available for any immediate health related issue. There is a Substance Abuse and Prevention Intervention Specialist (SAPIS) on site as well.

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9-12      Number of Students to be served: 106    LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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The Alfred E. Smith Vocational High School offers a free standing, standards-based ESL program to one hundred five students in grades 9-12. The goal of our ESL program is to develop English language proficiency and cognitive academic language proficiency (CALP) in English language learners so that they can function independently in their subject area classes. The medium of all instruction, subject matter, and other is English, even though the native language is used occasionally to clarify concepts. Furthermore, learning strategies infused into this program enable students to become lifelong learners. Language learning through meaningful context in an academic setting improves the education and language acquisition of the ELL. Learners receive direct instruction using, vocabulary, concrete-based materials, background instruction, graphic organizers, practice, and other appropriate strategies. Our students are assigned their ESL classes by proficiency level (beginner, intermediate, advanced), and all students receive the required units of ESL during their school day. During Regents exam week, oral translation services are provided through a DOE contracted vendor when necessary.

The ESL supplemental program will be conducted before the students programmed school day, and after-school, two days a week, one hour each day, for seventy-three days. It will begin on September 15, 2010 and conclude on June 9, 2011. Two certified ESL teachers will provide instruction to fifteen students. This program will integrate Regents preparation through literacy development using the four modalities, and will provide authentic discourse and negotiation, at levels where language is comprehensible yet challenging for our English language learners. The program will utilize the Rosetta Stone software, U.S. English I and II, for the students. This software program promotes fluency, while students work independently, building their basic listening comprehension, speaking, reading, and writing skills. Rosetta Stone advances the student to the next level only when they achieve a level of proficiency that the teachers define. In addition, this software allows educators to review their students' progress via potent reporting capabilities, which highlight areas in which individuals may be experiencing difficulty. This offers the opportunity to provide help when it's needed, while not delaying other students who may be achieving comprehension at a faster rate.

In order to promote aural comprehension, ten CD players/recorders with headphones have been purchased. The ESL teachers have designed a listening-specific curriculum that contains four aural comprehension models that match theory and practice: 1) Pattern Matching: Listening and Repeating: Learners are asked to imitate/repeat what they hear, within a listening and pattern-matching lesson framework. The focus is on mimicry and memorization; 2) Processing Discrete-Point Information: Listening and Answering Comprehension Questions: Learners focus on listening and processing discrete-point information in order to answer comprehension questions; 3) Task Listening and Processing Text: Language Use and Language Analysis: Students are engaged in processing spoken discourse for functional purposes. Their practice experience is focused on listening and carrying out real tasks using the information received; and 4) Interactive Communicative Listening: Critical Listening, Critical Thinking, Effective Speaking: Students participate in coursework which is designed to increase speed and accuracy of aural comprehension in order to complete real communication tasks which are situated in appropriate academic contexts. Activities involve real-time participation in a three-part cognitive pattern: instant decoding, critical thinking, and formulating an instant spoken or written response.

**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.

Although Title III funds will not be used towards professional development, teachers and administrators will receive support from our certified ESL teachers and from our monthly professional development sessions centered on meeting the needs of our English language learners. Professional development is on-going and is designed to improve the instruction and assessment of ELLs; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs; and is based on documented research in the field of second language acquisition. For school year 2009 – 2010, three of our 100 minute professional development sessions will focus on our English language learners, differentiating instruction and how to provide language support through academic content.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		

<b>TOTAL</b>		
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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.

**The data and methodologies used to assess our school's written translation and oral interpretation needs are:**

- (a) Letters were sent home to all parents in both English and Spanish.
  - (b) Regular meetings were held with guidance counselors, support staff such as translators, deans, paraprofessionals, parents and students.
  - (c) Phone calls to parents were made in both English and Spanish to notify parents of any situations or upcoming events that may occur within the school building that pertains to their children.
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.

**At Alfred E Smith CTE High School, our data shows that our school's Hispanic population is approximately 63%.**

- (b) Meetings with guidance counselors are held on a regular basis, written translation and oral interpretation are provided for both parents and Guidance Counselors.
- (c) Parents are allowed to meet with the administrative staff on a regular basis as needed. Translation and interpretation are services also provided.
- (d) Official school letters, notices, attendance cards, and other notices sent to parents in both English and Spanish.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - (a) **At Alfred E Smith CTE High School all of our written translation needs will be provided by qualified staff members such as Bilingual Paraprofessionals, Bilingual Counselors, Parent Coordinator and Bilingual Teachers**
  - (b) **To ensure timely provision of translated documents to parents determined to be in need of language assistance services, Alfred E Smith High School will provide documents to be sent home by mail and also given to the students during their regular official attendance class.**
  - (c) **If for any reason a document cannot be translated, Alfred E Smith High School will seek the advice and services of the NYC Department of Education, Translation and Interpretation Unit.**
  
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - (a) **At Alfred E Smith CTE High School we plan to provide our Non- English speaking parents and students with a translator at all times. A translator will be used to translate for our parents, students, and staff members, during PTA meetings, parent – teacher conferences, meetings with guidance counselors and administrators. Translators will also be used to make phone calls to parents at home.**
  
  - (d) **(b): All oral interpretation services will be provided in-house by qualified staff members such as Bilingual Paraprofessionals, Bilingual Counselors, Parent Coordinator and Bilingual Teachers.**
  
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>.
  - (a) **Alfred E Smith CTE High School will fulfill section VIII of Chancellor’s Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing parents with written notification of their rights regarding translation and interpretation services in the appropriate language, and instructions on how to obtain such services.**
  
  - (b) **Alfred E Smith will display a sign of each of the covered languages. The sign will also indicate the offices or room numbers where a copy of such written notification can be obtained.**
  
  - (c) **Alfred E Smith School’s safety plan will contain procedures for ensuring that parents in need of language assistance services are**

**prevented from reaching the school's administrative offices. Signs will be posted in English and Spanish.**

**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 School wide 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**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96.7%

6. If the percentage of high quality teachers during 2008-2009 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.

*The remaining 3.3% of the teachers who are not highly qualified in 2008-2009 are now highly qualified.*

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$744,034	\$406,561	1,150,661
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,441		\$7,441
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$4,065	\$4,065

**APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – Continued**

4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,206		\$32,206
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$103,256		\$103,256
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**I. Parental Involvement**

## APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

Alfred E. Smith CTE High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Alfred E. Smith CTE High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - During the first Parent Association meeting, a copy of the plan will be provided to all parents.
  - A committee will be developed to review the plan
  - The committee will meet on a regular basis to review the plan and make changes.
2. Alfred E. Smith CTE High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parents will be encouraged to join the School Leadership Team.
  - Parents will be encouraged to become involved in the development of the Comprehensive Education Plan.

**APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued***

3. Alfred E. Smith CTE High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Conduct workshops to provide parents with the technical assistance they need to partake in the SLT.
  - Provide all necessary translations/interpretations during the SLT and PA meetings
4. Alfred E. Smith CTE High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
  -
5. Alfred E. Smith CTE High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
  - The evaluation will be conducted by the PA President and the Parent Liaison during PA meetings
  - A committee will be developed by parents to revise the evaluation and the actions to be taken.
6. Alfred E. Smith CTE High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
      - Monthly workshops will be conducted during the PTA meetings and translators will be made available for parents in their native language.
      - Parents will be invited to attend conferences in and out of state.
      - Parents will be invited to visit similar schools in and out of state.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Training on how to use the computer/internet
    - Training provided to parents by staff members on the state requirements for graduation.
    - Training to parents of ELL/ESL students will be provided on literacy strategies.

## APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - encouraging parents to become members of the School Leadership Team
  - the SLT will establish committees that will work on strategies to increase parental involvement in all activities.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
  - Providing parents their own office with a computer system.
  - Providing resources to parents in the offices of the PTA and the Parent Liaison.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

## APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Alfred E. Smith CTE High School on May 1, 2009 and will be in effect beginning September 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2009.

### **Part B: School-Parent Compact**

#### **School-Parent Compact:**

Alfred E. Smith CTE High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

Alfred E. Smith CTE High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]  
Our Mission Statement states:
  - *We believe that all students can achieve high standards of excellence through productive, challenging, intellectual and educational experiences. Alfred E. Smith Career and Technical Education High School seeks to prepare its students for success in a career and/or college by integrating technical and academic achievement. With the support of school staff, community-based organizations and the participation of parents, our students will earn a local or Regents Diploma, as well as national certification in Automotive, Pre-Engineering, Building Trades, or Technologies.*
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Parent-teacher conferences will be held twice a year—one in the fall and the other in the spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
  - Reports to parents and students are provided six times per school year. Three in the fall and three in the spring.
  - Parents receive frequent notification when their children are at risk

## APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
  - Parents will meet individually with each of their child’s teachers during parent-teacher conferences, which are held twice a year—one in the fall and the other in the spring.
  - Guidance counselors make appointments for parents to meet with their child’s teachers.
  - If a parent comes to school without an appointment, provisions are made for this parent to speak to his/her child’s teachers.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
  - Parents are welcome to sit in the classrooms and provisions are made to inform teachers of the parents’ visits.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.

**APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued***

- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students of Alfred E. Smith CTE High School, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Wear the uniform designated for my school.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Adhere to all rules and regulations as outlined in the student’s handbook.
- Provide support to my peers when asked.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(Please note that signatures are not required)**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: School wide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a School wide 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.

**Addressed thoroughly in Section IV – Needs Assessment**

2. School wide 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:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

3. Instruction by highly qualified staff.

**Addressed thoroughly in Sections IV, V, and VI – Needs Assessment, Annual School Goals, and Action Plan**

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 School wide Program to meet the State's student academic standards.

**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**
  
6. Strategies to increase parental involvement through means such as family literacy services.  
**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**
  
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.  
**Not Applicable (NA).**
  
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.  
**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**
  
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.  
**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**
  
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.  
**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

**Section II: “Conceptual” Consolidation of Funds in a Title I School wide Program (SWP)**

***Explanation/Background:***

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

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

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

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

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the School wide Program (✓)			Amount Contributed to School wide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Reminder:** To consolidate funding in a School wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. –

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

**Poor student attendance and retention were major factors. We have established the following focused interventions to support improved achievement:**

- (a) **Attendance Improvement Initiative:** A S.M.A.R.T. action plan was written and is being followed for the entire school year to address and correct poor student attendance. Efforts embedded in this plan include, but not limited to: immediate identification and intervention of students with 5 or more absences; immediate parental contact initiation upon identification; guidance meeting with student, student parents, teachers, etc. to address attendance issues; daily home visits by family workers to reinstate students with excessive absences.
- (b) **Make-Up Programs/Session:** Planned integration back to school when a student returns to school; make-up sessions embedded in classwork to help students get back on track; make-up programs during the holidays to allow students to catch up on missed work.
- (c) **Saturday Lab Camp:** For students to catch up with their science work.
- (d) **Saturday Tutoring:** Students come on Saturdays to get help in the various academic subjects. We provide metro cards and bagged lunch.
- (e) **PM School:** Students are provided with the opportunity to receive one credit by completing an intensive 54-hour program that runs from 3:30pm to 5:30pm, Monday through Thursday, for 27 days. This program affords students to complete up to 2 full credits in one term.
- (f) **Assemblies:** Students are regularly recognized for perfect/good attendance, and other outstanding achievements either during the marking period, term, or year. Various awards are given out to encourage these and other students to continue in these positive paths.
- (g) **K12 Alerts:** We recently purchased a new phone system that now allows us to send instantaneous messages to parents and staff. This system has been very helpful in disseminating attendance, and other school notifications to parents on a daily basis.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**There is school-wide awareness of the seriousness of the issues surrounding student attendance and retention. There is an attendance improvement committee set up to seriously examine student attendance and how to improve it. Select teachers use their Circular 6R Assignments to work on preventing long-term absences (407s). There is an articulation committee that works very closely with middle schools in an effort to ensure that students who are truly interested in Smith High School and what it offers select and stay at Smith for their entire four years of high school education.**

**At the end of each marking period, students will be afforded the opportunity to catch-up on missed work, so that they can be successful in the 2<sup>nd</sup> and 3<sup>rd</sup> marking periods. There is an on-going make-up initiative specifically targeting students who failed last year. There is differentiation in the targeting process – a student with a failing grade of 40 or 45 must fulfill a different set of requirement compared to one who failed with a grade of 55.**

#### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

***The 10% of Title I funds is used to pay the salary of our teacher center personnel who is the point person for numerous professional development opportunities for teachers. She organizes, coordinates, provides, and delivers several professional development activities for teachers throughout the school year. Among other things, she coordinates the weekly schedule of lunch and learn professional development opportunity (PD) for teachers throughout the school year. The lunch and learn PD sessions provide teachers with the opportunity to learn about differentiated instruction, how to look at student work, how to use ARIS, how to analyze data using Excel, etc.***

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

***The teacher mentoring program will consist of proven high-quality teachers acting as mentors to other teachers. This will include dialogues on instructional best practices, classroom management, assessment, parental involvement, attendance, and establishing and sustaining positive student-teacher relations.***

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**The Principal will send letters home to parents informing them about the school's identification for school improvement. The letter will be translated into Spanish. We can also use the K12 Alerts phone system to disseminate information – at a faster rate to parents. This system can also send messages in Spanish.**

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>



## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**21**

2. Please describe the services you are planning to provide to the STH population.

**There are 21 students in temporary housing. Each guidance counselor has identified each student in his or her caseload and will track their transition into permanent housing. Each guidance counselor also monitors the social needs of the student, such as transportation and meals. Each guidance counselor will work with the student and family to customize the student's academic program.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Alfred E. Smith Career and Technical Education Hig								
<b>District:</b>	7	<b>DBN:</b>	07X60	<b>School</b>	320700011600				
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade	v	
	2		6		10	v			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				75.8	77.2	76.9
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				97.0	96.9	95.5
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	0	0	0				78.1	71.7	88.8
Grade 8	0	0	0						
Grade 9	330	249	127	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	535	513	479	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	167	193	177				4	63	31
Grade 12	144	140	164						
Ungraded	0	1	1	<b>Recent Immigrants - Total Number:</b>					
Total	1176	1096	948	<i>(As of October 31)</i>			2007-	2008-	2009-
							24	21	1
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	146	133	127	Principal Suspensions			206	88	65
# in Collaborative Team Teaching (CTT)	18	24	33	Superintendent Suspensions			64	81	81
Number all others	67	72	64						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	1030	1005
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	24	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	61	109	TBD	Number of Teachers			93	85	82
# ELLs with IEPs	15	44	TBD	Number of Administrators and Other Professionals			41	38	27
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			3	3	10

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	59	60	196	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.5	85.6	90.2
				% more than 5 years teaching anywhere	63.3	70.0	79.3
<b>Ethnicity and Gender - % of Enrollment:</b> (As of October 31)				% Masters Degree or higher	72.0	74.0	84.2
American Indian or Alaska Native	0.4	0.3	0.3	% core classes taught by "highly qualified" teachers	86.8	96.7	86.3
Black or African American	34.0	35.5	37.0				
Hispanic or Latino	62.5	61.1	60.8				
Asian or Native Hawaiian/Other Pacific	2.6	1.9	1.3				
White	0.5	0.6	0.6				
<b>Male</b>	89.2	91.0	92.0				
<b>Female</b>	10.8	9.0	8.0				

**2009-10 TITLE I STATUS**

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,							
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						v
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	X	X	46
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				X	X	
Limited English Proficient				-	-	
Economically Disadvantaged				X	X	
<b>Student groups</b>				0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	49.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	UPF
School Environment:	9.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	9.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	31.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>07</b>	School Number <b>600</b>	School Name <b>Alfred E. Smith CTE</b>
Principal <b>Rene Cassanova</b>		Assistant Principal <b>Edward Meade</b>	
Coach		Coach	
Teacher/Subject Area <b>Daria De Piro, ESL</b>		Guidance Counselor <b>Lorraine Silva</b>	
Teacher/Subject Area <b>Phedra Martin, ESL</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Nilsa Delgado</b>	
Related Service Provider		Other	
Network Leader		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>928</b>	Total Number of ELLs	<b>104</b>	ELLs as Share of Total Student Population (%)	<b>11.21%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

- Initial identification of possible ELLs is conducted by our two licensed ESL teachers. The teachers conduct an interview with both the parent/guardian and student. The HLIS is administered, and based upon the completion of the document and interview, the LAB-R may be administered to the student for a formal assessment. If the student does not pass the LAB-R, he/she is programmed for either the bilingual program or ESL. The NYSESLAT is administered in the Spring to determine if the students are considered proficient and no longer eligible for services.
- Alfred E. Smith CTE High School offers a transitional bilingual and ESL program. Parents are made aware of the school's programs through the NYC DOE High School Directory, the High School Placement Office and interviews with school personnel.
- The school's licensed ESL teachers ensure that the entitlement letters are distributed within the first ten days of the school year. Parents are made aware of the programs before their child is registered.
- Students identified as an English Language Learner are placed in the appropriate periods of ESL based on either their NYSESLAT or LAB-R scores.
- Although Alfred E. Smith CTE High School offers both ESL and transitional bilingual programs, at the present time, only the parents of students at the beginner level have requested the TBE program.
- Yes, program models are aligned with parent choice.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										16	62	15	11	104
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	16	62	15	11	104

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

All ELLs	104	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	50

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	20		20	34		8	50			104
Total	20	0	20	34	0	8	50	0	0	104

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15				15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>								

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	61	15	11	102
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	15	63	15	11	104

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1a. The school's ESL and TBE program is departmentalized; self-contained classes.

1b. The ESL program model is ungraded and homogeneous. The TBE program is a block; the beginner level students travel together as a group.

2. The mandated number of instructional minutes are created by the school's programming officer. The mandated minutes are based upon the students' NYSESLAT or LAB-R scores. Per NYSED guidelines, Beginners receive 540 minutes of ESL, Intermediates 360 minutes of ESL and Advanced students receive 180 minutes of ESL.

Beginner level students receive content-area instruction in their native language.

2a. In addition to one period of ESL a day, advanced level students also receive one period of ELA instruction a day.

3. Content-area instruction is also departmentalized; self-contained classes. Instruction is in English for intermediate and advanced level ESL students. Our two bilingual paraprofessionals provide NLA support in these classes. Beginner level students receive content-area instruction in their native language.

4 (all parts): Differentiation to our ELL subgroups is provided in the following manner: Our instructional program for bilingual students addresses: (1) cognitive skills; (2) academic content; and (3) critical language awareness.

Utilizing multiple educational strategies promotes student literacy within our school's diverse student population. Various instructional techniques accommodate differences in student learning styles, interests, and readiness.

A. Whole class instruction includes visual, auditory, and kinesthetic opportunities that promote knowledge and skill development.

B. Whole Class and small group discussion provides the shared opportunity to use higher-level thinking that enables reflection upon and analysis of various texts.

C. Flexible grouping (DI) enables students to work with peers of varying learning levels.

This approach enables teachers to group students with their specific needs in mind.

D. Cooperative learning offers opportunities to share ideas, reflect, and acknowledge diverse student voices and opinions. Discovery and deductive reasoning allow students to make inferences and draw valid conclusions.

E. Identify themes, enduring understandings, and essential questions to generate assessments, learning outcomes, and instructional strategies. See Wiggins and McTighe's Understanding By Design (backward planning).

F. Scaffolding ensures that each lesson is somehow related to end of unit projects/ assessments. It provides teachers with an opportunity to develop lessons that guide students toward a final project. Ultimately, it enables students to develop skills that prepare them for unit assessments.



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. The intervention programs for ELLs in ELA, math and the other content areas take place during the school day and after-school. ELLs are provided with additional push-in support in their content area classes above their required minutes of ESL instruction, and paraprofessional support is provided in their content area classes as well. In addition, the school has a Title III program that begins before the students' school day and after school. The primary focus of the Title III program is writing workshop, which addresses content-area writing across the content-areas.
6. All transitional students are enrolled in the Title III program before and after the students' school day program. In addition, tutoring periods are offered to students throughout the school day where they can seek assistance in any of their content area classes.
7. Our school is currently designing a "bridge" program for students who have both reached proficiency and who still require ESL services. The bridge program will prepare students for their content area classes the following year.
8. At this time, none of the ESL services offered to ELLs will be discontinued.
9. ALL ELLs are offered the opportunity to enroll in any of the school's before or after school programs. Nothing prohibits them from participating. After school and supplemental services offered to ELLs provide support for their content-area classes, Regents preparation, credit recovery and accelerated bridge program.
10. Instructional materials for ELLs included a variety of fictional, non-fictional novels, biographical and autobiographical novels/books; supplemental workbooks that focus on grammar and essay structure; and newspapers to focus on current events throughout the world.
11. Students in our TBE program received native language support in their content-area classes. In the ESL classes, students are provided with paraprofessional support in their native language.
12. Yes, required services support and resources correspond to ELLs' ages and grade levels.
13. Before the beginning of the school year, the school has a Brige Program for newly enrolled ELL students. The program begins July 5<sup>th</sup> and students attend four days a week, four hours a day for approximately four weeks.
14. The only language elective offered to ELLs (and all students) is Spanish.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. All staff at the school are provided with the opportunity to attend professional development activities/conferences offered by NYSED and the NYC DOE. In addition, staff is offered professional development at the school through the teacher center, and designated PD days. A teacher team consisting of Ms. De Piro, Ms. Caragiorgis and Mr. Meade attend monthly PD sessions with an ELL support group. Presenters such as Dr. Kate Kinsella, Miriam Metz, Yvonne and David David Freeman share data and literacy strategies with the team, and the information is utilized to address literacy needs throughout the curriculum.
2. Not applicable
3. As stated above, all staff receives the minimum 7.5 hours of ELL training through the school's professional development weekly lunch-and-learns, designated PD days, and conferences/workshops provided by NYSED and the NYC DOE.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. A variety of workshops are offered to parents throughout the year, such as: health, community, and educational workshops. The school's health workshops involved providing women mammograms, flu-shots, dental exam information. SES providers (tutoring services) support families at their convenience from home, school-based, and online in mathematics, social studies, ELA, and science. In addition, SES provides the parents with computers so that they may communicate with the school and its staff. Community resources such as housing, counseling and legal services (legal rights), health, and violence prevention, which provided families with important information about community resources that can be utilized to fit their needs.
2. Yes. The following agencies partner with our school: St. Barnabas, Lincoln Hospital, SES tutoring services, SOBRO, Grace Outreach, Citizens Advice Bureau, Boys Town, 40<sup>th</sup> Precinct (gang related information) and PHIPPS (shelters).
3. The needs of the parents are evaluated by surveys and parents "check" which workshops they will like.
4. The needs of the parents are addressed by the parents. They communicate with the school and we provide the workshops and information they have requested.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										8	10	1	0	19
Intermediate(I)										6	29	5	4	44
Advanced (A)										3	9	5	3	20

Total	0	0	0	0	0	0	0	0	0	0	17	48	11	7	83
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										2	0	0	0
	I										3	7	0	0
	A										4	12	2	1
	P										7	26	8	8
READING/ WRITING	B										8	2	0	0
	I										6	19	7	6
	A										3	10	4	3
	P										0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10		2	
Math <u>A</u>	6		2	
Math <u>Algebra</u>	34		18	
Biology				
Chemistry				
Earth Science				
Living Environment	15		9	
Physics				
Global History and Geography	29		4	
US History and Government	15		7	
Foreign Language				
Other <u>Spanish</u>	29			29
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Not applicaple to our school.
2. The data pattern reveals that students in ESL are progressing and are capable of reaching proficiency on the NYSESLAT.
3. The patterns across the modalities reveals that reading/writing sections of the NYSESLAT are the areas of most difficulty for students. The majority of students received perfect scores for the listening/speaking sections.
- 4a. Students are reaching proficiency at all grade levels, however the majority of ELLs are at the intermediate level based on their scores on the reading/writing sections of the NYSESLAT. ELLs are offered the opportunity to take their exams in Spanish, however all of our ELLs chose to take their exams in English.
- b/c. School leadership uses the ELL Periodic Assessments to help teachers provide differentiated instruction in their classrooms. The area of weakness for the school's ELLs are in reading comprehension and writing.
6. The success of our ESLprogram is based on the number of ELLs who reach proficiency, and who reach the advanced level from the beginning level in one-year on the NYSESLAT.

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 07X600**

*All Title I SWP schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide 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**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	818,823	509,030	1,327,853
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,188	5,090	13,278
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	40,941	*	
4. Enter the anticipated 10% set-aside for Professional Development:	81,882	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

96.7 %

6. If the percentage of high quality teachers during 2008-2009 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.

**Teachers were informed of the availability of (5% Title 1) funding to improve their qualification. The staff received information on colleges and universities programs they that offer programs to improve their qualification. Professional development and support provided to all staff to assist them in improving their qualification. The remainder 3.3% will be highly qualified by the next school year,**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **I. Parental Involvement**

Alfred E. Smith CTE High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including

providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Alfred E. Smith CTE High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - During the first Parent Association meeting, a copy of the plan will be provided to all parents.
  - A committee will be developed to review the plan
  - The committee will meet on a regular basis to review the plan and make changes.
2. Alfred E. Smith CTE High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parents will be encouraged to join the School Leadership Team.
  - Parents will be encouraged to become involved in the development of the Comprehensive Education Plan.
3. Alfred E. Smith CTE High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Conduct workshops to provide parents with the technical assistance they need to partake in the SLT.
  - Provide all necessary translations/interpretations during the SLT and PA meetings

4. Alfred E. Smith CTE High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
  -
5. Alfred E. Smith CTE High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
  - The evaluation will be conducted by the PA President and the Parent Liaison during PA meetings
  - A committee will be developed by parents to revise the evaluation and the actions to be taken.
6. Alfred E. Smith CTE High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
      - Monthly workshops will be conducted during the PTA meetings and translators will be made available for parents in their native language.
      - Parents will be invited to attend conferences in and out of state.
      - Parents will be invited to visit similar schools in and out of state.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Training on how to use the computer/internet
    - Training provided to parents by staff members on the state requirements for graduation.
    - Training to parents of ELL/ESL students will be provided on literacy strategies.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - encouraging parents to become members of the School Leadership Team
  - the SLT will establish committees that will work on strategies to increase parental involvement in all activities.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
  - Providing parents their own office with a computer system.
  - Providing resources to parents in the offices of the PTA and the Parent Liaison.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Alfred E. Smith CTE High School on May 1, 2009 and will be in effect beginning September 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2009.

#### **Part B: School-Parent Compact**

### **School-Parent Compact**

From the Parental Involvement: Title I, Part A Non-Regulatory Guidance (April 23, 2004)

***NOTE:** Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework. If they include all of the bolded items listed under “Required School-Parent Compact Provisions” below, they will have incorporated all of the information required by section 1118(d) to*

*be in the school-parent 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.*

\* \* \* \* \*

## **SCHOOL-PARENT COMPACT**

The **Alfred E. Smith CTE High School** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

**This school-parent compact is in effect during the 2010 - 2011 school year.**

# REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

## School Responsibilities

The Alfred e. Smith CTE H.S. will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - *Involve parents in the planning, review, and improvement part of the school's parent involvement policy in an organized, ongoing and timely manner*
  - *Hold an annual meeting to inform parents of the school's participation in Title I, Part A Programs, and to explain the Title I, Part A requirements and also the parent's right to be involve in Title I, Part A programs. The school will convene the meeting at a convenient time for parents. A flexible time form will be offer to the parents in order to determine the most convenient time and date. (this will be conducted by the Parent Coordinator)*
  - *Hold meetings with parents of children with disabilities, in the parent's language, discuss IEP services for the child and offer a copy of the IEP to the parent*
  - *At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate in decision making about the education of their children, eg: SLT meetings*
  - *Provide the parents with an individual report of their child's performance on the State Assessment in English Language Arts, Mathematics, U.S. History, Science and Global History (as applicable)*

- *Provide each parent with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710. December 2, 2002).*
- *Need-assessment driven professional development*
- *Weekly “Kid Talk” sessions by grade*
- *Focus on instructional strategies which derive from cooperative learning theory and include differentiated instruction in order to support all students*
- *Departmental meetings to plan scope and sequence of all curricular area*
- *Recommend to the local educational agency (LEA), the names of parents participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.*
- *Work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.*
- *Work with the LEA to ensure that a copy of the SEA written complaint procedures for resolving any issue of violation (s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to school officials or representatives.*

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.** Specifically, those conferences will be held:

- Parent / Teacher Conferences are held twice a year, once in the Fall and once in the Spring.
- The Parent Association Members meet the last Saturday of every month. However, dates are subject to change due to holidays or weather conditions.

3. **Provide parents with frequent reports on their children’s progress.** Specifically, the school will provide reports as follows:

- *The school will provide six report cards per year.*
- *The advisors provide student's reports as necessary.*

**4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

- The school has an “open door” policy to parent’s visits. The school will try to accommodate parents and will encourage meetings before, after school and during the teacher’s professional period with prior appointment.
- The Principal is available to parents as needed.

**5. Provide parents opportunities to volunteer and participate in their child’s class and to observe classroom activities, as follows:**

- *At every P.A. meeting, we (the PA association, Parent Coordinator, and staff members) ask and encourage parents to volunteer for office, classroom and chaperone whenever is needed during school trips. Our “Open Door” policy allows parents to walk in and be able to sit in any of their child’s classes.*
- *We also have the Parent Coordinator as well as the P.A. members recruiting parents to participate in school events and decision making.*
- *Parents have their own office equipped with a desk and a computer, a telephone and the supplies they need to carry on with activities they plan throughout the year.*

## **Parent Responsibilities:**

We as parents, we will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- **Supporting my child's learning by making education a priority in our home**
- **Making sure my child is on time and well prepared for school every day including to be in compliance with the school dress code. (black slacks, white collard shirt, for girls black skirt or black pants, white collard blouse).**
- **Monitoring his / her attendance**
- **Communicating with my child, talk about school's everyday activities and or other issues**
- **Ensuring that homework is completed.**
- **Monitoring amount of television children watch.**
- **Volunteering in child's classroom.**
- **Participating, as appropriate, in decisions relating to my child's education.**
- **Promoting positive use of my child's extracurricular time.**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**
- **Communicating positive values and character traits such as respect, hard work and responsibility**
- **Respecting the cultural differences of others**
- **Helping my child understand and accept consequences for negative behavior**
- **Supporting the school discipline policy**
- **Express high expectations and offer praise and encouragement for achievement**

## **Student's Responsibilities:**

**We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:**

- **Come to school ready to do our best and be the best**
- **Come to school with all the necessary tools of learning; pens, pencils, note books, etc....Listen and follow directions**
- **Participate in class discussions and activities**
- **Listen and follow directions**
- **Be honest and respect oneself and the rights of others**
- **Ask for help when we do not understand class work ( it's ok to ask the teacher for help)**
- **Do my homework every day and ask for help when I need to**
- **Get adequate rest every night.**
- **Read at least 30 minutes every day outside of school time.**
- **Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every time.**



**Directions:** Describe how the school will implement the following components of a School wide 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.

**Addressed thoroughly in Section IV – Needs Assessment**

2. School wide 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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

3. Instruction by highly qualified staff.

**Addressed thoroughly in Sections IV, V, and VI – Needs Assessment, Annual School Goals, and Action Plan**

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 School wide Program to meet the State's student academic standards.

**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

6. Strategies to increase parental involvement through means such as family literacy services.

**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

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.

**Not Applicable (NA).**

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.

**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

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.

**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

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.

**Addressed thoroughly in Sections III, IV, V, and VI – School Profile, Needs Assessment, Annual School Goals, and Action Plan**

## **Section II: “Conceptual” Consolidation of Funds in a Title I School wide Program (SWP)**

### ***Explanation/Background:***

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its School wide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and those children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to School wide Pool	Check (✓) in the left column below to verify that
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<sup>1</sup> **Reminder:** To consolidate funding in a School wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

	<i>(i.e., Federal, State, or Local)</i>	<b>in the School wide Program</b> (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>the school has met the intent and purposes<sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	✓			687,812	✓	17, 18, 20, 22, 25, 28, 30, 33, 35, 36, 42, 65, 68, 69, 70, 76,77
Title I, Part A (ARRA)	Federal	✓			503,940	✓	22, 25, 28, 30, 35, 36, 42, 65, 66, 67, 76
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			18,500	✓	22, 25, 28, 30, 76
Title IV	Federal	✓			85,070	✓	55
IDEA	Federal	✓			294,663	✓	73

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local	✓			4,367,001	✓	25, 28, 30, 33, 35, 36, 42, 45, 47, 48, 65, 66, 67, 68
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