



**SAMUEL GOMPERS CAREER & TECHNICAL EDUCATION  
HIGH SCHOOL**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 07X655**

**ADDRESS: 455 SOUTHERN BOULEVARD BRONX, NY 10455**

**TELEPHONE: (718) 665-0950**

**FAX: (718) 292-3164**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 07x655      **SCHOOL NAME:** Samuel Gompers CTE High School

**SCHOOL ADDRESS:** 455 Southern Boulevard Bronx, NY 10455

**SCHOOL TELEPHONE:** (718) 665-0950      **FAX:** (718) 292-3164

**SCHOOL CONTACT PERSON:** Joyce Mills-Kittrell      **EMAIL ADDRESS:** [jmillskittrell@schools.nyc.gov](mailto:jmillskittrell@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Renee Edwards

**PRINCIPAL:** Joyce Mills-Kittrell

**UFT CHAPTER LEADER:** Helen Rodney

**PARENTS' ASSOCIATION PRESIDENT:** Clarice Planter

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Lashawna Coleman

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 07      **CHILDREN FIRST NETWORK (CFN):** 206

**NETWORK LEADER:** Jayne Godlewski

**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
Joyce Mills-Kittrell	*Principal or Designee	
Helen Rodney	*UFT Chapter Chairperson or Designee	
Clarice Planter	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Lashawna Coleman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Renee Edwards	Chairperson/CSA	
Kimberly Smith	Member/UFT	
Marilyn Paez	Member/UFT	
Ana Vasquez	Member/Parent	
Ana Mercado	Member/Parent	
	Member/	
	Member/	

(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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The Samuel Gompers Career & Technical Education High School community is committed to providing the means for intellectual, ethical, social, and technological growth. We strive to build an appreciation for cultural and ethnic diversity, and to nurture a lifelong love of learning.

We offer academics as well as a technical career path. The following is a description of the career paths that we offer.

- **Information Technology** – Beginning in the 11<sup>th</sup> year, students select one of two areas of concentration: Network (featuring CISCO Academy) or Computer Maintenance and Repair. At the completion of 12<sup>th</sup> year, students are eligible for the following certifications: CES Cabling, A+ Computer Repair, and CCNA Networking. The A+ program has been certified by the NYS Department of Education.
- **Pre-Engineering** – This comprehensive four-year sequence prepares students for a career in Engineering or Engineering Technology.
- **Desktop Publishing** – This interdisciplinary program prepares students for careers in the areas of graphical drawing and Web Page Design using the latest Adobe Design Package. This program has been certified by the NYS Department of Education.
- **Computer Aided Design** – This three-year comprehensive sequence is designed to teach students architectural and technical drawing, computer aided design, and higher levels of math and science. This program has been certified by the NYS Department of Education.

In addition to the technical programs, students receive the complete high school curriculum mandated by the State of New York, including Regents math and science, English, social studies, physical education, health education, music, art, and foreign language. We offer advanced placement classes in English, Social Studies, Spanish, Math, and -Science.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	Samuel Gompers Career and Technical Education High									
District:	7	DBN:	07X855	School BEDS Code:	320700011855					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded	√		
	2		6		10	√				
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		75.8	73.4	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment:						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		95.9	95.7	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment:						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		85.0	71.4	83.5			
Grade 6	0	0	0	Students in Temporary Housing - Total Number:						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		11	66	TBD			
Grade 9	593	430	388	Recent Immigrants - Total Number:						
Grade 10	417	390	281	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	324	348	291		31	20	0			
Grade 12	147	131	128							
Ungraded	7	1	9							
Total	1488	1300	1097							

Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	193	182	174	Principal Suspensions	226	309	TBD
# in Collaborative Team Teaching (CTT) Classes	13	29	24	Superintendent Suspensions	45	57	TBD
Number all others	73	84	79				
These students are included in the enrollment information above.				Special High School Programs - Total Number:			
				(As of October 31)	2007-08	2008-09	2009-10
				CTE Program Participants	N/A	1105	1030
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	67	0	0	Number of Teachers	96	90	TBD
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	142	190	168				

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	36	30	62	Number of Administrators and Other Professionals	36	37	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	93	84	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	80.2	83.2	TBD
				% more than 5 years teaching anywhere	73.3	75.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	82.0	81.0	TBD
American Indian or Alaska Native	1.1	0.9	0.9		98.5	88.0	TBD
Black or African American	28.3	28.4	28.0				
Hispanic or Latino	68.3	68.6	69.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.3	1.5				
White	0.9	0.8	0.8				
Male	76.1	77.2	77.8				
Female	23.9	22.8	22.2				

2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2008-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1					√	
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		X	
Math:				Math:		X	
Science:				Graduation Rate:		X	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	X	X	57
Ethnicity							
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							
Students with Disabilities				X	X		
Limited English Proficient				X	X		
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				0	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	D			Overall Evaluation:	NR		
Overall Score:	43.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	4.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	11.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	27.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?
- 

**See subject area Action Plans.**

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

- Establish Humanities Annual events: Arts Festival, Washington-DuBois Debate
- Special Education: Transition Programs and student speakers to discuss jobs and educating parents to assist with future endeavors
- Television Opportunities: 20/20, New York 1, Discovery Channel, interviewed by HDTV
- The Mental Athletes Club was featured in the National Geographic Magazine, November 2007
- Professional Development: PDA Associates, NCTE Convention, AVID Training, Classroom Inc.; Boston, MA (Ms. Kittrell/Mr. Doyle) – Alfred Tatum, Teaching Reading to Black Adolescent Males; Houston, TX (Mr. Detchkov/Mr. Tsekas)
- Customized (in the classroom) PD (differentiated instruction, content coaching, test taking strategies, tutors in the classrooms)
- PDA (Professional Development Association), individualized PD for math and science teachers
- Mr. Stuart Smith – KAPLAN, test taking strategies - individualized coaching for math teachers
- Gompers HS hosted an MSPinNYC – Formative assessment and Inquiry based instruction workshop on the Election Day for math/science teachers
- MSPinNYC has been providing training on effective tutors in math and classrooms
- Gompers HS hosted one-day Prentice Hall Algebra training for math teachers (the first course from the new New York City curriculum)
- Customized Professional Development: Differentiated Instruction & Classroom Management (PDA, Inc.; Classroom Inc.; Facing History)
- ELL: Awards Ceremony; After School and Saturday tutoring, study groups & parent workshops
- Math Department: No longer SINI or Corrective Action designation

- Sports Teams: PSAL qualifications, Playoffs and Division Champions (Soccer, JV Basketball, Varsity Basketball (Girls and Boys), Swimming, Bowling, Tennis, Baseball, Girls Softball), Indoor and Outdoor Track
- Behavioral and Instructional Modifications for At-Risk students – a.k.a.: Suspension Center, Achieve Now (formerly known as Twilight Academy); AIS (Academic Intervention Services), College Readiness
- CTE Specialties: Robotics Competition First U.S.A.; Lego Competition
- Parent Outreach: Ms. Generoso has helped to increase parent involvement, First Report Card Distribution given at Parents' Association Meetings to increase participation, Mothers' Day Festival, Holiday Show, Multi-cultural Awareness Celebration
- Parents are able to access student data and correspond with the school on a web based program, Skedula

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

- U.F.T. Teacher Center to help build trust in new instructional strategies and school-wide initiatives and movements
- Designated APs for academic departments as well as administrative and technical areas (English/ESL/FL; Math/Science; History/Art/Music; Special Education; Physical Education/Attendance; Security; APO; APPS)
- Segmentation allows for disaggregated data – to further differentiate approaches for student success
- UFT Teacher Center offering individualized PD for teachers
- Dedicated school social worker
- Newly created school-wide parent outreach database
- Parent Outreach
  - Letters and phone calls on a regular basis/Coffee and Calls every morning contacting homes of each student who was not in attendance the previous day.
  - Series of phone master calls
- Students outreach:
  - Two of our best teachers (Mrs. Campbell, mathematics and Mr. Thompson, English) were given an assignment to pullout Cohort 2010 students failing math & ELA and individualized interventions are provided
  - Parent outreach: School-wide accessible software for generating letters to the parents and completing Outreach logs.

### **Special Education Department Needs Assessment:**

An analysis of the Special Education Department data suggests that the priority areas are:

- To increase the students attendance rate to 85%.
- To increase the number of students moved to a Least Restrictive Environment
- To increase the number of Integrated Team Teaching classes by 75% for the year 2010/2011.

- To move a significant number of students from self contained classes to Team Teaching and SETSS classes by for 2009/2010: 20 students have already been targeted for next term.
- To hire an experienced highly qualified Resource Room Teacher.
- To create a system to more effectively monitor the SETSS students' academic progress.
- To expose the students to a more in depth content.

The number of students with IEPs continues to increase as a percentage as the trend in the overall school enrollment has declined over the last 3 years. The data shows that the number of students enrolled in Team teaching and SETSS classes declined by 15 (1.6%) and 14 (0.2%) respectively. This trend will be reversed this year (Refer to the Special Education Goal Action Plans of this document).

The data also reflect that there is a decline in the ELA academic success of special education students. Further analysis needs to be done to determine any correlation with the trend in the proficiency levels of the incoming students. The decline in the ELA Regents scholarship, as well as for math Regents scholarship (data not included) may also be attributable to the difficulty in attracting Special Education teachers especially those with the requisite rigorous content skills. This misalignment of resources is adversely affecting students' academic progress. The goal is to now shift the students with adequate cognitive skills to a more LRE environment and provide those students with adequate special education support in the general education classrooms. (Refer to the Special Education Department Section VI: Action Plan.

A review of the scholarship report, and Outreach Logs were done. If the students with Long Term Absences (LTA) were excluded from the data the scholarship report would have dramatically improved. The recent Progress Report also showed declines in the credit accumulation at all grade levels which is attributable to several factors of which the low attendance of students has to also be a significant factor. Therefore it is imperative that the attendance issue be one of the major priorities of the department due to the drag it is has on the scholarship data as well as on other student outcomes.

Further desegregating of the data for the department found that there is a significant lack of progress with the SETSS students. This is possibly attributable to a number of factors. The present set of SETSS teachers tend to be strong in only one skill areas and rarely is it mathematics. It is my view all SETSS teacher must have multi-content skills, or at least strong mathematics and ELA content skills. There is

also a misalignment of the skills needed and what skills are available for the SETSS students.

Fortunately, one of the senior SETSS teachers will be retiring this year which provides the department with a wonderful opportunity to hire a new multi-skilled and computer savvy individual for those students. A new interim short term strategy is also in the process. We will be transitioning from a student pull-out strategy to a push-in strategy for the next term. For this strategy to be effective a thorough analysis of the students' transcripts and assessments will be done so that the push-in strategy is targeted to the subject areas where the particular student has the greatest deficits.

There is also a need to develop a system to easily identify and categorize those SETSS students. Unlike other classification of students there are no official class codes, except for their subject code, which makes it difficult to monitor these students. I will pursue with the Assistant Principal of Guidance on a possible system whereby these students can be grouped using a single official class code so that responsibility for these students can be assigned to specific counselors and not randomly as is now the case.

<b>ELA Regents</b>		<b>Cohort 2010</b>					<b>Cohort 2011</b>			
<b>Actual Numbers</b>	<b># Tested</b>	<b>0-54</b>	<b>55- 64</b>	<b>65- 84</b>	<b>85 +</b>	<b># Tested</b>	<b>0-54</b>	<b>55- 64</b>	<b>65- 84</b>	<b>85 +</b>
<b>Ethnicity</b>										
Amer. Indian										
Asian										
Hispanic	3	2		1		18	18			
Black	1	1				10	8		1	1
White										
<b>Gender</b>										
Male	4	3		1		28	26		1	1
Female						1	1			
<b>Educational Status</b>										
GE	236	59	29	135	13	244	145	30	58	11
Special Education	4	3		1		29	27		1	1
All Students	240	62	29	136	13	273	172	30	59	12
<b>English Proficiency</b>										
Gen Ed/Sp. Ed. No ELLs	211	40	39	126	6	217	74	32	108	3
Gen Ed Only (No ELL)	193	44	22	115	12	196	104	26	56	10
Sp Ed Only Ells	4	2	1	1		8	7	1		

GE ELLS Only	43	15	7	20	1	48	41	4	2	1
Sp Ed No ELLS										

ELA Regents		Cohort 2010					Cohort 2011			
Percentages	# Tested	0-54	55-64	65-84	85+	# Tested	0-54	55-64	65-84	85+
<b>Ethnicity</b>										
Amer. Indian										
Asian										
Hispanic	3	67	0	33		18	100			
Black	1	100	0	0		10	80		10	10
White										
<b>Gender</b>										
Male	4	75		25		28	96		4	4
Female						1	100			
<b>Educational Status</b>										
GE	236	25	12	57	6	244	59	12	24	5
Special Education	4	75		25		29	93		3	3
All Students	240	26	12	57	5	273	63	11	22	4
<b>English Proficiency</b>										
Gen Ed/Sp. Ed. No ELLs	211	19	18	60	3	217	34	15	50	1
Gen Ed Only (No ELL)	193	23	11	60	6	196	53	13	29	5
Sp Ed Only Ells	4	50	25	25		8	88	13		
GE ELLS Only	43	35	16	47	2	48	85	8	4	2
Sp Ed No ELLS										

	<b>Miscellaneous Data</b>		

	2006/2007	2008/2009	2009/2010
All Students	1541	1319	1117
Students with IEP	235 (15%)	287 (21.7%)	265 (24%)
Self Contained	162 (10.5%)	167 (12.6%)	179 (16.0%)
SETSS		80 (6.1%)	66 (5.9%)
CTT		35 (2.7%)	20 (1.1%)

## **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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1. **75% of ninth grade students with disabilities (56 students) will accumulate 11 + credits by the end of the first year.**
2. **75% of 302 ninth grade General Education students (226 students) will accumulate 11+ credits by the end of the first year.**
3. **75% of the 132 students in the twelfth grade (99 students) will accumulate credits needed for graduation.**
4. **65% of Cohort 2011 (131 students) will pass the English Regents with a score of 65 or higher.**

**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 2010-11 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, 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.

**Subject/Area:** English Language Arts

**Annual Goal**  
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To provide a rigorous instructional program for English Language Arts that will enable all students to meet and exceed State and City content and performance standards in ELA.

Current situation:  
As per ATS (10/13/09)  
RCOS, Class of 2010 (GEC L)  
English Language Arts Summaries

Grade	Total Cohort	Passed	Passed	Passed	Failed	Not Tested
		PL4	PL3	PL2	PL1	
		85-100	65-84	55-64	0-54	
9	5	0	0	0	0	5
10	41	0	5	6	19	11
11	106	3	48	20	35	0
12	92	10	77	5	0	0
SPED	59	2	8	9	31	9
Total	303	15	138	40	85	25
Percent	100%	5%	45.5%	13.2%	28.1%	8.3%

Goal for August 2010:  
English Language Arts Summaries

Grade	Total Cohort	Passed	Passed	Passed	Failed	Not Tested
		PL4	PL3	PL2	PL1	
		85-100	65-84	55-64	0-54	
Percent Improvement	N/A	~3	~75	<9	<12	<6

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Offer honors and advanced placement classes for high achieving students.</li> <li>2. Offer an Advisory period for all freshmen to act as a writer’s workshop as well as to assist with guidance matters and a general introduction to high school and routines and rituals to make students successful.</li> <li>3. Program all juniors and seniors with a 64 and lower on the ELA Regents for an E5P and/or E7P ELA Regents preparation course.</li> <li>4. Offer a revised ELA Writing Curriculum that has benchmark essays for each marking period including the use of exemplars and rubrics – this measure speaks to the need for the Department for curriculum alignment as well as benchmark assessments.</li> <li>5. Give summer assignments to all English students.</li> <li>6. Pull-out target students, e.g. particular cohort, at risk of failing, etc. – teachers’ professional periods will be used for this purpose, if no additional funding is available.</li> <li>7. Group students that have not passed the ELA Regents to provide targeted instruction, e.g. ELA Regents: Juniors, Seniors.</li> <li>8. Supply targeted groups of students with specific instructional/test taking strategies based on the ELA Regents, differentiated instructional materials, and providing small groups or one-to-one tutoring for those students – if funding available.</li> <li>9. Credit-recovery and independent study projects will be offered to students who failed their classes.</li> <li>10. After school tutoring provided by students who already passed the Regents exam.</li> <li>11. Before and after school tutoring. – if funding available</li> <li>12. Saturday tutoring – if funding available</li> <li>13. Offer Saturdays practice/mock Regents/NYSESLAT exams and using the results for differentiated instruction. – if funding available</li> <li>14. Supply the students with consumable Regents materials, including Amsco and Kaplan materials, in addition to RCT Reading and Writing Preparation materials – if funding available</li> <li>15. Implement formative assessment and differentiated instruction in every classroom (Acuity examinations).</li> <li>16. Implement the Prentice Hall EDUWARE and test creator software. Teachers will use school supplied computers, projectors, and Smart boards.</li> <li>17. Emphasize writing, reading, vocabulary, portfolio assessment, differentiated instruction, Bloom’s Taxonomy, and accountable talk to focus on improved comprehension.</li> <li>18. An Outreach (MS Access based) software is installed in the U.F.T. Teachers’ Center. Through this</li> </ol>

	<p>software, the teachers can:</p> <ul style="list-style-type: none"> <li>• See their students’ test modification,</li> <li>• Send letters to the student’s homes, and</li> <li>• Make phone calls to the student’s parents/guardians</li> </ul> <p>19. Data Sources Reviewed – Collection of unit and teacher make assessments; classroom performance and teacher informal and formal observations, and lastly HSST and ARIS data – tracking students’ progress</p> <p>20. Responsible: Language and Literature AP, English/ESL/SPED teachers, Guidance counselors</p> <p>21. Timeline: Annually</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 style="text-align: center;"><u>Implications for Budget</u></p> <ol style="list-style-type: none"> <li>1. Funding must be made available for after school and Saturday tutoring</li> <li>2. Funding must be available for specific textbooks (i.e. RCT Reading and Writing Workbooks &amp; Collins Writing Program)</li> <li>3. Funding must be available for professional development opportunities</li> <li>4. If funding is unavailable, the Department will utilize resources such as professional and preparation periods to improve instruction and assist students</li> </ol> <p style="text-align: center;"><u>Implications for Staffing/Training</u></p> <ul style="list-style-type: none"> <li>• Teachers coached individually after in-class observations.</li> <li>• Teachers trained to use ARIS as well as the ACUITY Assessment materials – PD supplied by ACUITY for both English and Math Departments</li> <li>• Teachers trained to use the ELA Writing Curriculum as well as the Collins Writing Program</li> <li>• Teachers participating in small Professional Learning Communities to revise curriculum and create curriculum maps and assessments</li> <li>• Teachers trained to use computer projectors and Smartboards</li> <li>• UFT Teacher Center Professional Development aligned with school and departmental goals by Dr. Norman</li> <li>• Support and PD from CFN206.</li> <li>• Periodic Assessments via ACUITY’s Pre-Regents Predictive Assessments and I.T.A. (Instructionally Targeted Assessment) in addition to teacher created formative and predictive assessments</li> <li>• Mid-year and final departmental examinations</li> <li>• Mock ELA and RCT examinations – ELA Regents preparation materials available</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

Indicators of Interim Progress and/or Accomplishment:

1. Teacher made formal and informal assessments
2. Acuity Regents predictive and I.T.A. - Instructionally Targeted Assessments
3. PSAT results
4. Writing portfolio assessments
5. NYS Regents examinations
6. Note: The Inquiry Team is also developing tools to assist with indicators of progress, specifically in the areas of reading: vocabulary and comprehension as well as writing: development and meaning.

Review of examinations, including item analysis of the given assessments is used for modifying and differentiating instruction.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** Foreign Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide a rigorous instructional program for Foreign Language: Spanish that will enable all non-native speaking students to develop BICS (Basic Interpersonal Communication Skills). Native speakers of Spanish should begin to formulate CALP (Cognitive Academic Language Proficiency) and to meet and exceed State and City content and performance standards in NLA. We plan to have at least 85% passing on the Spanish Regents examination.</p> <table border="1" data-bbox="739 722 1318 828"> <tr> <td>FXRS: Spanish Regents</td> <td>2009</td> </tr> <tr> <td>%Passing</td> <td>92.68</td> </tr> <tr> <td># Taking</td> <td>41</td> </tr> </table>	FXRS: Spanish Regents	2009	%Passing	92.68	# Taking	41
FXRS: Spanish Regents	2009						
%Passing	92.68						
# Taking	41						
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>22. Offer native and/or advanced placement classes for ELLs and high achieving students. Responsible: FL teachers, AP</li> <li>23. Supply targeted groups of students with specific instructional/test taking strategies based on the Spanish Regents, differentiated instructional materials, and providing small groups or one-to-one tutoring for those students. Responsible: FL teachers, AP – if funding available.</li> <li>24. After school tutoring provided by students who already passed the Regents exam. Responsible: FL teachers, AP</li> <li>25. Before and after school tutoring. Responsible: FL teachers, AP – if funding available</li> <li>26. Saturday tutoring – FL teachers, AP – if funding available</li> <li>27. Offer Saturdays practice Spanish Regents exams and using the results for differentiated instruction. Responsible: FL teachers, AP – if funding available</li> <li>28. Supply the students with consumable Paso a Paso and Spanish Regents materials, including Amsco and Kaplan materials. Responsible: FL teachers, AP – if funding available</li> <li>29. Implement informal and formal assessment and differentiated instruction in every classroom. Responsible:</li> </ol>						

	<p>FL teachers and AP</p> <p>30. Implement the Prentice Hall EDUWARE and test creator software. Teachers will use school supplied computers, projectors, and Smartboards. Responsible: FL teachers and AP</p> <p>31. Emphasize writing, reading, vocabulary, portfolio assessment, differentiated instruction, Bloom's Taxonomy, and accountable talk to focus on improved comprehension. Responsible: FL teachers, AP.</p> <p>Timeline: Annually</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>Funding must be made available for after school and Saturday tutoring  Funding must be available for specific textbooks (i.e. Paso a Paso workbooks and textbooks)  Funding must be available for professional development opportunities  If funding is unavailable, the Department will utilize resources such as professional and preparation periods to improve instruction and assist students</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>	<p>Progress will be measured using the following diagnostics: teacher made formal and informal assessments, portfolio assessments, and NYS Regents examinations.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** English as a Second Language

**Annual Goal**  
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To provide a rigorous instructional program for English Language Learners that will enable all students to meet and exceed State and City content and performance standards in ELA.

Current situation:  
As per ATS (10/10/09)  
RLAT English Language Learners: NYSESLAT Summaries

Year	2009	2008	2007
Total ELL	184	225	249
Long-Term ELL (more than 6 years)	98	122	79
ELLs (3 years or less)	66	44	129
ELLs (4-6 years)	20	59	41
Proficient	28	16	16
Advanced	45	47	66
Intermediate	79	97	82
Beginner	26	47	42

Goal for August 2010:  
English Language Learner Summaries

Grade	Total	Proficient	Advanced	Intermediate
Percent Improvement	184	30/45	40/79	16/26

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- 32. Offer beginning, intermediate, advanced and bilingual classes for entitled students.
- 33. Offer Native Language support for ELLs, especially bilingual teachers and improved bilingual library.
- 34. Offer a placement ESL exam to the incoming freshmen and to use the results for a differentiated scheduling.
- 35. Give summer assignments to all English students.
- 36. Supply targeted groups of students with specific instructional/test taking strategies based on the ELA Regents and NYSESLAT, differentiated instructional materials, and providing small groups or one-to-one tutoring for those students. – if funding available.
- 37. After school tutoring provided by students who already passed the Regents exam.
- 38. Before and after school tutoring. – if funding available
- 39. Saturday tutoring – if funding available
- 40. Offer Saturdays practice Regents/NYSESLAT exams and using the results for differentiated instruction. – if funding available
- 41. Supply the students with consumable Regents and NYSESLAT materials, including Amsco, Kaplan, and Attanasio and Associates materials. – if funding available
- 42. Implement the Prentice Hall EDUWARE and test creator software. Teachers will use school supplied computers, projectors, and Smartboards
- 43. Emphasize writing, reading, vocabulary, portfolio assessment, differentiated instruction, Bloom’s Taxonomy, and accountable talk to focus on improved comprehension.
- 44. Responsible: Language and Literature AP; English, ESL, Bilingual, and FL teachers, ELL Coordinator; Guidance counselors
- 45. Timeline: Annually

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- \*Support and PD from CFN206\*
- Implications for Budget
- 1. Funding is mandatory for our Title III program - after school and Saturday tutoring
  - 2. Funding must be available for specific textbooks (i.e. Collins Writing Program, Read 180)
  - 3. Funding must be available for professional development opportunities

	<p>4. If funding is unavailable, the Department will utilize resources such as professional and preparation periods to improve instruction and assist students</p> <p style="text-align: center;"><u>Implications for Staffing/Training</u></p> <ul style="list-style-type: none"> <li>• Teachers coached individually after in-class observations.</li> <li>• Teachers trained to use ARIS as well as the Pearson’s NYC Department of Education: Periodic Assessment for English Language Learners: Grades 9 – 12 and ACUITY Assessment materials – PD supplied by ACUITY for both English and Math Departments</li> <li>• Teachers trained to use QTEL and SIOP Methods in addition to the ELA Writing Curriculum as well as the Collins Writing Program</li> <li>• Teachers participating in small Professional Learning Communities to revise curriculum and create curriculum maps and assessments</li> <li>• Teachers trained to use computer projectors and Smartboards</li> <li>• UFT Teacher Center Professional Development aligned with school and departmental goals by Dr. Norman</li> <li>• Support and PD from CFN 206</li> <li>• Periodic Assessments via ACUITY’s Pre-Regents Predictive Assessments and I.T.A. (Instructionally Targeted Assessment) in addition to teacher created formative and predictive assessments</li> <li>• Mid-year and final departmental examinations</li> <li>• Mock NYSESLAT, ELA and RCT examinations – NYSESLAT preparation materials available (Attanasio materials)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p style="text-align: center;"><u>Indicators of Interim Progress and/or Accomplishment:</u></p> <ol style="list-style-type: none"> <li>7. Teacher made formal and informal assessments</li> <li>8. Pearson’s NYC Department of Education: Periodic Assessment for English Language Learners and Acuity Regents predictive and I.T.A. - Instructionally Targeted Assessments</li> <li>9. PSAT results</li> <li>10. Writing portfolio assessments</li> <li>11. NYS Regents examinations</li> <li>12. Note: The Inquiry Team is also developing tools to assist with indicators of progress, specifically in the areas of reading: vocabulary and comprehension as well as writing: development and meaning.</li> </ol> <p>Review of examinations, (especially the NYSESLAT) including item analysis of the given</p>

	assessments is used for modifying and differentiating instruction.
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**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 2010-11 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, 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.

**Subject/Area:** English Language Arts

**Annual Goal**  
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To provide a rigorous instructional program for English Language Arts that will enable all students to meet and exceed State and City content and performance standards in ELA.

Current situation:  
As per ATS (10/13/09)  
RCOS, Class of 2010 (GEC L)  
English Language Arts Summaries

Grade	Total Cohort	Passed	Passed	Passed	Failed	Not Tested
		PL4	PL3	PL2	PL1	
		85-100	65-84	55-64	0-54	
9	5	0	0	0	0	5
10	41	0	5	6	19	11
11	106	3	48	20	35	0
12	92	10	77	5	0	0
SPED	59	2	8	9	31	9
Total	303	15	138	40	85	25
Percent	100%	5%	45.5%	13.2%	28.1%	8.3%

Goal for August 2010:  
English Language Arts Summaries

Grade	Total Cohort	Passed	Passed	Passed	Failed	Not Tested
		PL4	PL3	PL2	PL1	
		85-100	65-84	55-64	0-54	
Percent Improvement	N/A	~3	~75	<9	<12	<6

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- 46. Offer honors and advanced placement classes for high achieving students.
- 47. Offer an Advisory period for all freshmen to act as a writer’s workshop as well as to assist with guidance matters and a general introduction to high school and routines and rituals to make students successful.
- 48. Program all juniors and seniors with a 64 and lower on the ELA Regents for an E5P and/or E7P ELA Regents preparation course.
- 49. Offer a revised ELA Curriculum that teachers create benchmark assessments and use exemplars and rubrics – this measure speaks to the need for the Department for curriculum alignment as well as benchmark assessments.
- 50. Give summer assignments to all English students.
- 51. Pull-out target students, e.g. particular cohort, at risk of failing, etc. – teachers’ professional periods will be used for this purpose, if no additional funding is available.
- 52. Group students that have not passed the ELA Regents to provide targeted instruction, e.g. ELA Regents: Juniors, Seniors.
- 53. Supply targeted groups of students with specific instructional/test taking strategies based on the ELA Regents, differentiated instructional materials, and providing small groups or one-to-one tutoring for those students – if funding available.
- 54. Credit-recovery and independent study projects will be offered to students who failed their classes.
- 55. After school tutoring provided by students who already passed the Regents exam.
- 56. Before and after school tutoring. – if funding available
- 57. Saturday tutoring – if funding available
- 58. Offer Saturdays practice/mock Regents/NYSESLAT exams and using the results for differentiated instruction. – if funding available
- 59. Supply the students with consumable Regents materials, including Amsco and Kaplan materials, in addition to RCT Reading and Writing Preparation materials – if funding available

	<p>60. Implement formative assessment and differentiated instruction in every classroom (Acuity examinations).</p> <p>61. Implement the Prentice Hall EDUWARE and test creator software. Teachers will use school supplied computers, projectors, and Smart boards.</p> <p>62. Emphasize writing, reading, vocabulary, portfolio assessment, differentiated instruction, Bloom’s Taxonomy, and accountable talk to focus on improved comprehension.</p> <p>63. An Outreach (MS Access based) software is installed in the U.F.T. Teachers’ Center. Through this software, the teachers can:</p> <ul style="list-style-type: none"> <li>• See their students’ test modification,</li> <li>• Send letters to the student’s homes, and</li> <li>• Make phone calls to the student’s parents/guardians</li> </ul> <p>64. Data Sources Reviewed – Collection of unit and teacher make assessments; classroom performance and teacher informal and formal observations, and lastly HSST and ARIS data – tracking students’ progress</p> <p>65. Responsible: Language and Literature AP, English/ESL/SPED teachers, Guidance counselors</p> <p>66. Timeline: Annually</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>*Support and PD from CFN206*</p> <p style="text-align: center;"><u>Implications for Budget</u></p> <ol style="list-style-type: none"> <li>1. Funding must be made available for after school and Saturday tutoring</li> <li>2. Funding must be available for specific textbooks (i.e. RCT Reading and Writing Workbooks &amp; Writing Matters Program)</li> <li>3. Funding must be available for professional development opportunities</li> <li>4. If funding is unavailable, the Department will utilize resources such as professional and preparation periods to improve instruction and assist students</li> </ol> <p style="text-align: center;"><u>Implications for Staffing/Training</u></p> <ul style="list-style-type: none"> <li>• Teachers coached individually after in-class observations.</li> <li>• Teachers trained to use ARIS as well as the ACUITY Assessment materials – PD supplied by ACUITY for both English and Math Departments</li> <li>• Teachers trained to use the ELA Writing Curriculum as well as the Writing Matters Program and</li> </ul>

	<p>MyAccess! computer program</p> <ul style="list-style-type: none"> <li>• Teachers participating in small Professional Learning Communities to revise curriculum and create curriculum maps and assessments</li> <li>• Teachers trained to use computer projectors and Smartboards as well as digital media resources</li> <li>• UFT Teacher Center Professional Development aligned with school and departmental goals by Dr. Norman</li> <li>• Support and PD from CFN 206.</li> <li>• Periodic Assessments via ACUITY’s Pre-Regents Predictive Assessments and I.T.A. (Instructionally Targeted Assessment) in addition to teacher created formative and predictive assessments</li> <li>• Mid-year and final departmental examinations</li> <li>• Mock ELA and RCT examinations – ELA Regents preparation materials available</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p style="text-align: center;"><u>Indicators of Interim Progress and/or Accomplishment:</u></p> <ol style="list-style-type: none"> <li>13. Teacher made formal and informal assessments</li> <li>14. Acuity Regents predictive and I.T.A. - Instructionally Targeted Assessments</li> <li>15. PSAT results</li> <li>16. Writing portfolio assessments</li> <li>17. NYS Regents examinations</li> <li>18. Note: The Inquiry Team is also developing tools to assist with indicators of progress, specifically in the areas of improved attendance, project-based learning and previously on reading: vocabulary and comprehension as well as writing: development and meaning.</li> </ol> <p>Review of examinations, including item analysis of the given assessments is used for modifying and differentiating instruction.</p>

## 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 2010-11 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.

**Special Education Department –**  
**Subject/Area (where relevant):** Language Arts

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2010-2011 school year, both the Language Arts and the Reading Performance Series scale scores will be increased by 10% for the incoming 9<sup>th</sup> graders.</p> <p>The scaled score is a reliable estimate of the student’s ability using the statistical Rasch model. Values can range from 1300 to 3700 in Performance Series.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Screen all incoming students for potential reading problems at the beginning of the year using the 8<sup>th</sup> Grade Proficiency Results.</li> <li>• Categorize incoming students as low or high risk for developing reading difficulties.</li> <li>• Schedule double period classes in Reading and Writing for students in the high-risk group.</li> <li>• Re-screen students using the Performance Series Software in September.</li> <li>• Students’ schedules will be modified based on the data.</li> <li>• All teachers will provide differentiated instruction to students at varied reading proficiency levels based partially or in whole on the Performance Series Assessment Reports.</li> <li>• Purchase class-room library of high interest books at various Lexile levels.</li> </ul>

	<ul style="list-style-type: none"> <li>• Purchase workbooks covering specific ELA skills.</li> <li>• Purchase of a curriculum that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary) and relates to students' needs and developmental levels.</li> <li>• Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time.</li> </ul> <p style="text-align: center;"><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> <li>• Assistant Principal Special Education.</li> <li>• ELA Teachers</li> <li>• Guidance Counselors.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p style="text-align: center;"><u>Implication for Budget</u></p> <ul style="list-style-type: none"> <li>• Purchase of Achieve 3000 (SINI Funds).</li> <li>• Sound Reading Software. (DINI Funds).</li> <li>• Purchase of 30 Lap Tops. (DINI Funds).</li> <li>•</li> </ul> <p style="text-align: center;"><u>Implication for Staffing/Training</u></p> <ul style="list-style-type: none"> <li>• Workshop for Achieve 3000/Sound Reading</li> <li>• Workshop on Writing Matters</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Achieve 3000/Sound Reading Assessments (monthly)</li> <li>• Scholarship Reports (Each Marking Period).</li> <li>• The Performance Series Assessment (Quarterly).</li> </ul>

## SECTION VI: ACTION PLAN

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**Subject/Area (where relevant):** Special Education Department - Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-2011 school year, the Performance Series scale scores for the incoming 9<sup>th</sup> grade students will be increased by 10%.</p> <p>The scaled score is a reliable estimate of the student’s ability using the statistical Rasch model. Values can range from 1300 to 3700 in Performance Series.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Screen all incoming students for potential math deficiencies with the 8<sup>th</sup> grade Proficiency Test data.</li> <li>• Categorize incoming students as low or high risk for developing Math difficulties.</li> <li>• Schedule high-risk students for the 4 term instead of the 2 term algebra class.</li> <li>• Re-screen students using the Performance Series Software in September.</li> <li>• Adjust schedule based on the new data.</li> <li>• Results of the Performance Series Assessment will be used for providing differentiated instruction to students at varied Math levels.</li> </ul>

	<ul style="list-style-type: none"> <li>• An Aggressive Analysis of Students Work will be initiated.</li> <li>• Purchase work books from continental Press that focus on skills that is ideal for differentiated instruction and RTI.</li> <li>• Monitor Alignment of the curriculum.</li> </ul> <p style="text-align: center;"><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> <li>• Assistant Principal Special Education.</li> <li>• Math Teachers</li> <li>• Guidance Counselors.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p style="text-align: center;"><u>Implication for Budget</u></p> <ul style="list-style-type: none"> <li>• Purchase of Continental Press books.</li> <li>• Purchase of 30 Lap Tops. (DINI Funds)</li> <li>•</li> </ul> <p style="text-align: center;"><u>Implication for Staffing/Training</u></p> <ul style="list-style-type: none"> <li>• Develop protocol for Analyzing students' work.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs (weekly)</li> <li>• Scholarship Reports (Each Marking Period).</li> <li>• The Performance Series Assessment (Quarterly).</li> </ul>

## SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and 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?
- 

### Special Education Department Needs Assessment:

A variety of diagnostic tools were used to review the department's programs and student achievement. The following reports were particularly useful:

- 폴책 Test scores
- 폴책 Cohort reports
- 폴책 Pupil Attendance reports
- 폴책 Departmental statistics
- 폴책 School surveys
- 폴책 School report cards
- 폴책 Scholarship Reports
- 폴책 Observation logs
- 폴책 City and state assessments
- 폴책 Graduation rate
- 폴책 Suspension/Incident reports

The percentage of students with IEPs continues to increase at the same time that the school's overall enrollment has declined over the last 3 years. Their reading and math skills continue to be far below their grade levels. Of the 31 incoming students' over 90% are reading below grade level and have an average English and Math proficiency level of 1.83 and 1.87, respectively. This will have a significant impact on their ability to succeed in their core academic courses and results in less than the required credit accumulation. These students also tend to have a higher absentee rate that also contributes negatively to their credit accumulation. Both the low reading/math skills and the fact that at least 50% of the overall special education students have the "learning disabled" disability designation continues to be a significant but not insurmountable barrier to the students' success.

The lack of certified Special Education teachers with the requisite rigorous content skills has also contributed to the decline in the Regents' ELA and Math statistics over the last 2 years. Fortunately, we have had some success in increasing the number of highly qualified special education teachers for ELA and Math for this academic year. However, we were not as successful in the recruitment of science teachers despite the aggressive efforts over the summer.

With the addition of these new ELA and Math Teachers, along with a more aligned curriculum, implementation of research based pedagogy and assessment tools that focus on skills attainment there will be a significant improvement in students' learning outcomes this year (Refer to the Special Education CEP Goals/Action Plans).

In general teachers have not effectively implemented differentiated instructions in their classrooms due mostly to their difficulties in disaggregating students' data. It is anticipated that with the school wide philosophy of analyzing students work in their Professional Learning Teams (PLT) and with the extensive training in using the new data system Skedula and reports generated by the also newly implemented Performance Series Assessment system, teachers will have sufficient data on each student to determine students' strengths and weaknesses. With these additional sources of data teachers become more proficient in the application of differentiated instructions so as to engage both the lowest and highest achieving students

With the Performance Series teachers can view the individual Suggested Learning Objectives for each student. They can also view profiles of learning objectives, by class, with specific information about which students have mastered which standards-aligned objectives. Class Profiles are arranged by subject area, and they list in order, the objectives completed by the largest number of students to the objectives completed by the

fewest students. A detailed checklist is available for each objective that lists the names of students who have and have not completed the objective an ideal tool for implementing differentiated instruction in the classroom. The Performance Series also provides the Lexile measure for each student which is used to determine books appropriate to the student's reading level. With this information students can select the recently purchased high interest so that they will be more engaged reading books at or near their reading levels (Refer to the Special Education CEP Goals/Action Plans).

Another potential achievement for the department is the plan in place to assess all the students in September using the Performance Series Software to create a baseline data and then quarterly thereafter to monitor their progress. An Interim Progress Monitoring system will also be developed and used on a monthly cycle (Refer to the Special Education CEP Goals/Action Plans).

A core set of philosophy of how students' retain information (Retention Skills) based on research from "The What Works Clearing House" database has been compiled by the department. The centerpiece of this concept is the effectiveness of scaffolding in the Do Now, quizzes and in homework assignments.

A significant achievement, partially because of the high level of combined negative responses (42%) to the Learning Survey question "Students with disabilities are included in all school activities (5.3); all special education students will be integrated into the general education shop classes. We will work closely with the shop teachers during this transition period in regards to differentiating their lessons and if there are still some students that definitely cannot perform in that setting it may become necessary to design a specialized shop class. This change may have a short-term negative impact on credit accumulation.

Further desegregating of the data for the department found that there is a significant lack of progress with the SETSS students. This is possibly attributable to a number of factors. The present set of SETSS teachers tend to be strong in only one skill area and rarely is it mathematics. It is my view that all SETSS teacher must have multi-content skills, or at least strong mathematics and ELA content skills. There is therefore a

misalignment of the skills needed and what skills are available for the SETSS students. Fortunately, one of the senior SETSS teachers has retired during the summer and this has provided the department with the opportunity to hire a new multi-skilled and computer savvy individual for those students. A new interim short term strategy is also in the process. We will be transitioning from a student pull-out strategy to a push-in strategy for this school year. For this strategy to be effective a thorough analysis of the students' transcripts and assessments will be done so that the push-in strategy is targeted to the subject areas where the particular student has the greatest deficit.

The scholarship report and Outreach Logs were reviewed and it was determined that if the Long Term Absent Students (LTA) were excluded from the data the scholarship report and therefore credit accumulation would have dramatically improved. Included in this group of LTAs are 10 overage and under-credited students. The Counselors and the Transition Link Coordinator will determine along with the student if an Alternate High School setting or applying to VESID for career training will be the best for them.

Despite the negative impact of these LTA's, the overall poor attendance of students has to be a major focal point for the year. As the Progress Report reflects there is a decline in the credit accumulation at all grade levels that are attributable to several factors of which the low attendance of students has to be the most significant factor. Therefore, it is imperative that the attendance issue be one of the major priorities of the department. ((Refer to the Special Education CEP Goals/Action Plans).

<b>Sp Ed Students Only</b>					
<b>Cohort Year</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Sp ED	2	22	42	38	33
Sp Ed ELL	1	9	15	11	7
Ethnicity 1					
Ethnicity 2		1	2	2	
Ethnicity 3	1	12	28	26	21
Ethnicity 4	1	8	12	10	12
Ethnicity 5		1	0	0	0
Males	2	22	37	35	29
Females	0	0	5	3	4

<b>Progress Report</b>	<b>2009/10</b>	<b>2008/09</b>	<b>2007/08</b>	<b>2006/07</b>
School Environment	4.7 out of 15 <b>F</b>	4.7 out of 15 <b>F</b>	4.3 out of 15 <b>C</b>	3.6 out of 15
Student Performance	12 out of 25 <b>C</b>	11.3 out of 25 <b>C</b>	12.5 out of 25 <b>B</b>	16.3 out of 30
Student Progress	32.1 out of 60 <b>C</b>	27.7 out of 60 <b>C</b>	29.2 out of 60 <b>B</b>	30.1 out of 55
Additional Credit	1.5		1	3
Overall Score	50.3 out of 100 <b>C</b>	43.7 out of 100 <b>D</b>	47.0 out of 100 <b>B</b>	53.0 out of 100

<b>Special ED Students by Cohort</b>			
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<b>Cohort Year</b>		Average PL Eng	Average PL Math
Cohort 2010		1.785	2.545
Cohort 2011		1.906364	1.953636
Cohort 2012		1.907619	2.070238
Cohort 2013		2.003421	1.999737
Cohort 2014		1.836667	1.876061

<b>Breakdown by Disability Types 2010 2011</b>			
AU	2		
ED	30		
LD	122		
MH	1		
MR	6		
OH	10		
SI	69		

**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 2010-11 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.

**Special Education Department -**  
**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2010-2011 school year, the department’s daily attendance will be increased by 10%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Develop an attendance profile and baseline data February 2011 of Special Education Students with 1) attendance 60-69%, 2) 70-79% and 3) 80-85%.</li> <li>• Develop a team to be part of an Attendance Outreach Team.</li> <li>• Develop individual education plans and continuous guidance and counseling for returning LTA students.</li> <li>• Develop an Attendance Incentive Plan such as an end of term celebration, assemblies, perfect attendance, Wall of Fame, Perfect Attendance Breakfast Awards Ceremony for students and parents.</li> </ul> <p>Review attendance pattern at pre-suspension conferences with students and parents.</p> <p align="center"><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> <li>• Assistant Principal Special Education.</li> <li>• Assistant Principal of Physical Education/Attendance.</li> <li>• Guidance Counselors.</li> <li>• Attendance Teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Circular 6 Attendance Teacher.</li> <li>• Attendance Outreach Team.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p style="text-align: center;"><u>Implication for Budget</u></p> <ul style="list-style-type: none"> <li>• Funding for Attendance Incentive Plan.</li> </ul> <p style="text-align: center;"><u>Implication for Staffing/Training</u></p> <ul style="list-style-type: none"> <li>• Visit a peer school with an excellent attendance record.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increased Scholarship.</li> <li>• Use of the Skedula System to monitor progress.</li> <li>• ATS Attendance Report.</li> </ul>

**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 2010-11 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.

**Subject/Area (where relevant):** Special Education Department –  
Performance Series

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2010-2011 school year, all the Special Education Department ELA and Math teachers will use the Performance Series software as a common formative assessment reports to drive instruction.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Develop a timeline to administer the Performance Series Software to all Special Education Students.</li> <li>• Disaggregate data and share the data with the departments other teachers/academic teams.</li> <li>• Use data to plan instruction in the class and for individual students.</li> <li>• Provide technology training.</li> <li>• Provide technology support to disaggregate data.</li> <li>• Provide immediate assessment feedback to students.</li> </ul> <p align="center"><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> <li>• Assistant Principal Special Education.</li> <li>• Department Chairperson.</li> <li>• IEP Teacher.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p style="text-align: center;"><u>Implication for Budget</u> 30 Laptops will be purchased (DINI Funds). <u>Implication for Staffing/Training</u> Teachers will attend Performance Series workshop.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Monitor Performance Series Management Reports.</li> <li>• Walkthrough Observations and Assessment Results.</li> </ul>

**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 2010-11 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.

**Subject/Area (where relevant):** Special Education Department -  
Technology

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Throughout the 2010-2011 school year, the Special Education Department ELA and Math staff will utilize 4 new technologies to enhance instruction and disaggregate assessment data. The technologies to be used for the year are:</p> <ul style="list-style-type: none"> <li>• Performance Series</li> <li>• Writing Matters</li> <li>• Sound Reading</li> <li>• Achieve 3000</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Use the Performance Series for Math and ELA Assessment September, February and June 2011.</li> <li>• Use the Writing Matters and Sound Reading programs as regular instructional tools beginning in February.</li> <li>• Provide technology training.</li> <li>• Provide technology support to disaggregate data.</li> <li>• Provide immediate assessment feedback to students</li> <li>• Use data to plan instruction in the class and for individual students.</li> </ul> <p align="center"><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> <li>• Assistant Principal Special Education.</li> <li>• Department Chairperson.</li> </ul>

	<ul style="list-style-type: none"> <li>• ELA and Math Teachers.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p style="text-align: center;"><u>Implication for Budget</u></p> <ul style="list-style-type: none"> <li>• Purchase of 30 Lap Tops. (DINI Funds).</li> <li>• Workshops.</li> </ul> <p style="text-align: center;"><u>Implication for Staffing/Training</u></p> <ul style="list-style-type: none"> <li>• Teacher workshops.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Walkthroughs Observations and Assessment Results.</li> <li>• Performance Series Software Assessment results in September, February and June 2011.</li> <li>• Achievement 3000 data (monthly).</li> <li>• Writing Matters assessment data (monthly).</li> </ul>



**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**See “Steps to Increasing Graduation Rates” - attached**

DEPARTMENT OF EDUCATION \* CITY of NEW YORK  
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**STEPS TO INCREASING GRADUATION RATES**

**COUNSELORS**

USE DATA REPORTS TO DETERMINE CASE LOAD NEEDS & TYPE OF

INTERVENTIONS THAT WILL:

- Increase student attendance and reduce student cutting, & lateness to classes.
  - a. Phone calls and letters sent home
  - b. ILog all contact interviews with students and parents
  - c. Encourage parents to attend open school nights, junior/senior parent meetings
  - d. Over age and non performing students will be counseled to attend alternative sites to complete their education in order to receive a discharge code of graduate once program has been completed.
  - e. Lateness & cutting protocol established – see attached
  
- Support classroom teacher with behavior and academics
  - a. Conduct ongoing group guidance workshops on a variety of topics related to taking tests, time management, making better decisions, graduation requirements, etc
  - b. Teacher protocol established for counselor assistance – see attached
  
- Support on track seniors and off track juniors and seniors
  - a. Senior/Junior parent meetings on graduation requirement – counselors
  - b. Group guidance workshops in shop classes to review academic contracts on amount of credits needed to graduate, offer options on how to make-up credits

- c. Counselors meet with students individually and in groups to review academic contracts
- d. Letter mailed to all senior parents during the fall and spring terms  
Outlining all requirements for graduation – see attached
- e. COSIP – Cohort Strategic Planning Intervention- counselors and administration work together to support and move students in the cohort towards graduation
- f. Implementation of new guidance progress tracking software, Daedelus.

➤ Professional Development

Ongoing support for counselors' use of data to impact change within caseloads.

***A MESSAGE TO GRADUATING SENIORS AND THEIR FAMILIES***  
***Class of 2010***

As you begin your new and final year at Samuel Gompers CTE High School, I want to share with you several important facts you and your family need to know in order to make your senior year a successful and productive one.

**Academic Requirements**

It is important for you to realize that everyone has a shared responsibility in seeing to it that you graduate on time. In order to meet the New York State Graduation Requirements, you need to complete the following: 8 credits of English, 8 credits of history, 6 credits of math, 6 credits of science + all labs included, 8 terms of gym, 1 term of health, 2 credits of music or art, 2 credits of language, 10-12 credits of your major – Electronics, Desktop, Pre-engineering, or Computer Aided Design/CAD.

Additionally, you must pass the New York State Regents Exams with 65 or higher in the following areas: English, U.S. History, Global History, Math A, Living Environment (all labs must be completed first); this makes you eligible for a Regents Diploma. If you take an extra math (Math B), Science (Physics or Chemistry) and a Language, this makes you eligible to receive an Advanced Regents Diploma – which is strongly encouraged. If you pass any two of the (5) Regents with a grade of 55, you will be eligible to receive a Local Diploma.

Finally, all books must be returned or you will be charged a replacement fee if lost. **Non-refundable** Senior dues and fees must be paid before students will be cleared to participate in any senior/graduation activities.

**Senior Activities**

Students who do not meet the above requirements will **not** be classed officially as a senior. They will **not** be allowed to participate in any senior activities, including trips or march in the graduation ceremonies. Of course, any plans of attending college will be delayed.

It will be you and your family's responsibility to see to it that you meet the above academic requirements by:

- Coming to school everyday,
- Arriving on time for your classes,
- Listening to your teachers,
- Completing all assignments,
- Meeting with your guidance counselor on a regular basis.

Parents and guardians must help by:

- Contacting the Parent Coordinator at (347) 563-5118, or the Administration with questions or concerns,
- Checking that all assignments are completed,
- Periodically checking notebooks,
- Reducing TV and recreational computer time at home,
- Attending all Open School and Senior Parent meetings – to speak with teachers and Counselors.

The Department of Education has now made it possible for parents to log-on to ARIS to view your child's academic progress and daily attendance. Go to ([www.ARIS.com](http://www.ARIS.com))

If each of us adheres to our level of responsibility, there can only be success in the future of your child. As a parent, I know you will be proud to see your son or daughter graduate on time with the Class of 2010 in June. However, this can only happen if we work together. We cannot accept excuses for failure, because

**“Failure is no longer an option” at Samuel Gompers CTE High School.**

## ATTENDANCE/CUTTING DISCIPLINE PROTOCOL

TEACHER COUNSELS STUDENT WITH WARNING

TEACHER CONTACTS PARENT, IE. PHONE, EMAIL, RETURNED SIGNED NOTE

TEACHER OUT REACHES AGAIN TO PARENTS

ATTENDANCE STAFF/COUNSELOR INTERVENTION (DETENTION)

REFERRAL TO AP OF ATTENDANCE (PRE-SUSPENSION)

PRINCIPAL'S SUSPENSIONS

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** MATHEMATICS

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Cohort	Total #	Never Scheduled		Not Tested (Absent)		Less than 55 PL 1		Between 55 and 64 PL 2		65 or better PL 3, 4	
			#	%	#	%	#	%	#	%	#	%
	2010	288	1	0.35	19	6.60	50	17.36	66	22.92	171	59.38
	2011	302	4	1.32	45	14.90	60	19.87	62	20.53	147	48.68
	2012	244	13	5.33	65	26.34	81	31.20	30	12.30	56	22.95
	2013	211	198	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12	N/A
	From 8 <sup>th</sup> grade Exam	Total # avail					PL1		PL2		PL 3, 4	
			#	%	#	%	#	%	#	%	#	%
2013	211	19	9.00	88	41.71	104	49.29					

Current situation:

See the goal for the end of August 2010 (after summer school results) on the next page:

Goal for the end of August 2009 (after summer school results):

Cohort	Total #	Never Scheduled		Not Tested (Absent)		Less than 55 PL 1		Between 55 and 64 PL 2		65 or better PL 3, 4	
		#	%	#	%	#	%	#	%	#	%
2010	N/A	0	0	N/A	< 3	N/A	< 8	N/A	< 20	N/A	~ 60
2011	N/A	0	0	N/A	< 8	N/A	< 12	N/A	< 11	N/A	~ 50
2012	N/A	0	0	N/A	< 15	N/A	< 16	N/A	< 10	N/A	~ 45
2013	N/A	0	0	N/A	< 15	N/A	< 12	N/A	< 18	N/A	~ 65

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

1. Current freshmen are scheduled in accordance with their Performance Level for the 8<sup>th</sup> grade State Math Examination.
  - a) Level 1 and 2 are scheduled in 4-term Integrated Algebra classes
  - b) Level 3 and 4 are scheduled in 2-term Integrated Algebra classes
2. Current freshmen, with teacher recommendation, will be scheduled for the Integrated Algebra Regents exam in January 2010.
  - a) Those who score 65 and better will be scheduled in pre-geometry classes
  - b) The rest of them will continue with their Integrated Algebra classes
3. Current sophomores are scheduled in accordance with their Integrated Algebra Regents results.
  - a) Level 1 and 2 - absent, or scored below 65 are scheduled in the 3<sup>rd</sup> term of a 4-term Integrated Algebra sequence
  - b) Level 3 and 4 - scored 65 or better are scheduled in the 1<sup>st</sup> term of a 2-term Geometry sequence
4. The sophomores scheduled in Integrated Algebra classes will be scheduled to take the Math Regents Exam in January 2009
  - a) Those who score 65 and better will be scheduled for a pre-geometry class
  - b) The rest will continue with the 4<sup>th</sup> term of Integrated Algebra
  - c) Those who fail the June Regents exam will go to Summer school
5. The last-school-year sophomores, who failed the Math A/Algebra Regents exam, are scheduled in Regents Prep classes. If they fail the Algebra Regents exam in January 2010, they will be scheduled in Integrated Algebra Regents Prep classes during the spring term. In addition, those who are eligible will re-take the component Math A/Algebra Regents in May 2010.
6. In order to have all students pass the Integrated Algebra and or Geometry Regents on the first 1-2 attempts, all students are receiving regular test taking practice and every two weeks they are in-class examinations. Instruction is then differentiated to target diagnosed weak areas.
7. The students who passed the Geometry Regents exam during the school year 2008/09 are scheduled in the new course Advanced Algebra and Trigonometry
8. The last students on track to take the Math B Regents examination are scheduled respectively

	<p>and will be tested twice – in January and in June.</p> <ol style="list-style-type: none"> <li>9. The Math Department provides yearlong instruction and assessment that is focused on questions similar in content and format to Regents exam questions. Homework is given daily. Department-wide midterm and final exams are given to all students.</li> <li>10. The mathematics teachers explain to the students Regents point values, rubrics and teach test-taking skills.</li> <li>11. Instructional technology is frequently used in math classes, including the use of graphing calculators, software such as Geometer Sketchpad, Cabri 3D, the Internet, Examgen – a math problems database, and Edugame.</li> <li>12. Starting early November, all students will be offered at least five in-calls mock practice Regents exams. These exams will be analyzed for differentiated instruction.</li> <li>13. In addition, starting early September, the peer in-class tutoring program will be in place (MSPinNYC program). The tutors will receive a service credit toward their graduation.</li> <li>14. A comprehensive outreach, combined with one-in-one tutoring has been organized for the cohort 2010 Level 1 and 2 students, through pullouts, for the January 2010 Algebra Regents exam and for those (juniors and seniors), who are eligible for the Math A/Algebra Regents exam component retaking in May 2010.</li> <li>15. Credit-recovery projects will be offered to students who failed their classes but had 70% or better attendance.</li> <li>16. Bilingual Integrated Algebra classes are offered to the ELL freshmen and sophomores</li> <li>17. An Outreach (MS Access based) software is installed in the Math/Science Department, as well as in the Teachers' Center. Through this software, the teachers can: <ol style="list-style-type: none"> <li>a) see their students' test modification,</li> <li>b) sent letter to the students' homes and</li> <li>c) make phone calls to the students' parents/guardians</li> </ol> </li> <li>18. Data Sources Reviewed <ol style="list-style-type: none"> <li>a) ARIS, acuity, exit slpis</li> <li>b) Unit/Teacher-Made/Grade Level Tests</li> <li>c) Classroom Performance/Teacher Observations</li> <li>d) HSST data - tracking students' progress</li> </ol> </li> <li>19. Responsible staff members - Math/Science AP, Math teachers, Guidance Counselors</li> </ol>
<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>1. Teachers coached individually after in-class observations.</li> <li>2. Teachers trained on individual basis by PD specialists from LSO.</li> <li>3. Teachers trained on use of the GSP software.</li> <li>4. Teachers participating in content/pedagogical workshops.</li> <li>5. Teachers trained using the Smart Board.</li> <li>6. UFT Teacher Center with Dr. Norman</li> </ol>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

1. Biweekly in-class test and quizzes
2. Periodic assessment
3. Mid-year and final department-wide exams
4. Practice Regents exams

Detailed item analysis of the given assessments is used for modifying and differentiating instruction.



<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>*Support and PD from CFN206*</p> <p style="text-align: center;"><u>Implications for Budget</u></p> <ol style="list-style-type: none"> <li>1. Funding must be made available for after school and Saturday tutoring</li> <li>2. Funding must be available for specific textbooks (i.e. RCT Global/US and Regents preparation materials)</li> <li>3. Funding must be available for professional development opportunities</li> <li>4. If funding is unavailable, the Department will utilize resources such as professional and preparation periods to improve instruction and assist students</li> </ol> <p style="text-align: center;"><u>Implications for Staffing/Training</u></p> <ul style="list-style-type: none"> <li>• Teachers coached individually after in-class observations.</li> <li>• Teachers trained to use ARIS and Skedula</li> <li>• Teachers trained to revise the Social Studies Curriculum as well as to begin to formulate assessments that mirror the Regents.</li> <li>• Teachers participating in small Professional Learning Communities to revise curriculum and create curriculum maps and assessments</li> <li>• Teachers trained to use computer projectors and SmartBoards as well as digital media resources</li> <li>• UFT Teacher Center Professional Development aligned with school and departmental goals by Dr. Norman</li> <li>• Support and PD from Mr. George Georgilakis and Ms. Lynne Callender, Network Support Specialists, ICI LSO - Network #10</li> <li>• Mid-year and final departmental examinations</li> </ul> <p>Mock Regents and RCT examinations – Global and U.S. Regents/RCT preparation materials available</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Quizzes, student-centered projects, report cards</li> <li>• Teacher observations by assistant principal</li> <li>• Student performance on assessments, tests - teacher-generated and standardized.</li> <li>• Increase the number of students passing the Advanced Placement examinations.</li> <li>• Increase the number of students participating in academic competitions.</li> </ul>

## **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	224	150	150	176	125	N/A	3	11
10	364	150	150	144	125	2	3	1
11	364	200	350	104	125	N/A	3	0
12	281	120	200	48	125	N/A	3	5

**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>	<ul style="list-style-type: none"> <li>• Offer honors and advanced placement classes for high achieving students. Responsible: English, Foreign Language teachers, AP</li> <li>• Offer Native Language support for ELLs, especially bilingual teachers and improved bilingual library. Responsible: bilingual teachers, librarian, content area APs.</li> <li>• Offer a placement ESL exam to the incoming freshmen and to use the results for a differentiated scheduling. Responsible: ESL teachers, AP.</li> <li>• Give summer assignments to all English students. Responsible: English teachers, AP.</li> <li>• Pull-out target students, e.g. particular cohort, at risk of failing, etc. Responsible: English, ESL teachers, AP – teachers’ professional periods will be used for this purpose, if no additional funding is available.</li> <li>• Group students that have not passed the ELA Regents to provide targeted instruction, e.g. ELA Regents: Juniors, Seniors. Responsible: English teachers, AP</li> <li>• Supply targeted groups of students with specific instructional/test taking strategies based on the ELA Regents, differentiated instructional materials, and providing small groups or one-to-one tutoring for those students. Responsible: English, ESL teachers, AP – if funding available.</li> <li>• After school tutoring provided by students who already passed the Regents exam. Responsible: English, ESL teachers, AP</li> <li>• Before and after school tutoring. Responsible: English, ESL teachers, AP – if funding available</li> <li>• Saturday tutoring – English, ESL teachers, AP – if funding available</li> <li>• Offer Saturdays practice Regents/NYSESLAT exams and using the results for differentiated instruction. Responsible: English, ESL teachers, AP – if funding available</li> <li>• Supply the students with consumable Regents materials, including Amsco and Kaplan materials. Responsible: English Teachers, AP – if funding available</li> <li>• Implement formative assessment and differentiated instruction in every classroom (Acuity examinations). Responsible: English teachers and AP</li> <li>• Implement the Prentice Hall EDUWARE and test creator software. Teachers will use school supplied computers, projectors, and Smartboards . Responsible: English, ESL teachers and AP</li> </ul>

	<ul style="list-style-type: none"> <li>• Emphasize writing, reading, vocabulary, portfolio assessment, differentiated instruction, Bloom’s Taxonomy, and accountable talk to focus on improved comprehension. Responsible: English, ESL teachers, AP.</li> </ul>
<p><b>1. Mathematics:</b></p>	<ul style="list-style-type: none"> <li>• Using ARIS, acuity test results, departmental by-weekly and mid-year and final examinations results to differentiate instruction</li> <li>• Pull-out -pull-out teacher, Circular 6 assignments</li> <li>• In-class tutoring - Circular 6 assignments, peer (for Service credit) tutoring, incl. through the MSPinNYC program.</li> <li>• P.M./Saturday tutoring, if the funding allows</li> <li>• Circular 6 assignments tutoring during the Lunch</li> <li>• Credit recovery for Seniors</li> <li>• Developing a system for an early detection of failing students and through series of retests to avoid as much as possible students’ failure.</li> <li>• Offer in-class practice mock Regents exams used for differentiated instruction.</li> <li>• Increased use of technology in math classes, including the use of calculators, software videos, the video disc player, the Internet, and Edugame.</li> <li>• ELL activities: Referral to ESL, Regents prep, math prep courses for Regents examinations.</li> </ul>
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>• Using ARIS, acuity test results, departmental by-weekly and mid-year and final examinations results to differentiate instruction</li> <li>• Pull-out - Circular 6 assignments</li> <li>• Specially designed Living Environment Regents prep classes for Cohort 2010 and 2011 students</li> <li>• Redesigning the lab-lecture sequence through creating a 3-term Liv Env or Chem classes in expense of the 2<sup>nd</sup> term Environmental Science class and embedding the lab into the lecture sequence – 4 days lecture, 1 day labs. In this way we will eliminate the need for a split Science Lab/Phys Ed class.</li> <li>• In-class tutoring - Circular 6 assignments, peer (for Service credit) tutoring, MSPinNYC students as tutors</li> <li>• P.M./Saturday tutoring, if funding allows</li> <li>• Circular 6 assignments tutoring during the Lunch</li> <li>• Lab make-ups on weekdays, during the Lunch</li> <li>• Saturday Lab make-ups</li> <li>• Trips to the Bronx Zoo, Botanical Gardens, museums for Lab make-ups</li> <li>• Credit recovery for Seniors</li> <li>• Offer in-class practice and mock Regents exams used for differentiated instruction</li> <li>• Increased use of technology in science classes, including the use of calculators, software videos, the video disc player, the Internet, and Edugame.</li> <li>• ELL activities: Referral to ESL</li> </ul>

<b>Social Studies:</b>	Teachers consistently meet with students during their free periods to assist and tutor. This takes place one-on-one and in small group sessions. We are implementing the concepts and ideas of the Facing History and History Alive initiatives. We continue to focus on Regents preparation strategies and are experimenting with other techniques to improve scholarship and our pedagogy. We have determined that literacy is the key issue in terms of student achievement and are actively dealing with this barrier.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Promotion and Graduation in doubt letters sent home to parents, one-on-one counseling, referrals to other agencies/alternative programs. Actions are taken on a daily and/or monthly basis. Counselors do group guidance lessons in major classes. Pupil Personnel Team meets on case-by-case basis.
<b>At-risk Services Provided by the School Psychologist:</b>	Performs initial evaluations, triennial evaluations, and diagnostic testing for proper placement whenever necessary. Performs psycho-educational assessments for placements and modifications.
<b>At-risk Services Provided by the Social Worker:</b>	Provided individual/small group sessions for short or longterm crisis counseling services to a heterogeneous high school population. Offers referrals to outside mental health agencies. Assists with Pupil Personnel Team.
<b>At-risk Health-related Services:</b>	Health practitioner monitors all health alerts on initial intake into the school. The Health Office also follows up on all health compliance issues by contacting families in question. Refers families to other medical services.

**APPENDIX 3: 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.**

**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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**School District: 07**

**School Building: 07X655**

**Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11:**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**FORM TIII- A (1) (a)**

**TITLE III, PART A: Language Instruction for Limited English Proficient and Immigrant  
Students  
School Year: 2010- 2011**

Region: 09    CSD: 07  
School Building: Samuel Gompers Career and Technical High School  
Grade Levels: 9<sup>th</sup> - 12<sup>th</sup> grade ELLs & ELL Parents/Guardians  
Total Number of Students to be Served: 145 (anticipated LEP enrollment)  
\$26,060.00 (2010-2011 allocation)  
Number of Students to be served by Title III: 145

Support Service Providers:  
Number of Teachers: 02 (ESL)  
Supervisors/Coordinators: 1  
Other Staff (Specify): 04 (Math, Science, History, and English)  
Paraprofessional: 1

School Building Instructional Program/Professional Development Overview

\*\*Instructional Activity: Samuel Gompers HS will conduct similar instructional activity as evidenced in last year's Title III proposal.

TITLE III, Part A LEP Program: Single Program: After School on Monday/Tuesday/Wednesday and Thursday

After-school Parent Component Program: Once per week – dates TBD

Samuel Gompers CTE HS intends to continue to have a writing initiative that includes differentiated instruction, Bloom's taxonomy and the incorporation of Journal activities to ameliorate the writing instruction. Students will be asked to read a variety of texts, and to write in a variety of modalities. As a target group, our L1 students have failed the NYSESLAT based predominately on the Reading/Writing sections of the examination. Hence, our focus will be to include a variety of writing activities. Students, 30 in total and from a variety of grade levels, need to increase their production as well as their retention and comprehension. Teachers will provide opportunities for students to work in a variety of methodologies, although all in English. It should be noted that instructors speak Spanish and English, as communication is always in place. Suggested activities include, but are not limited to the following: presentations, journals, critical lens statements, grammar study, and collaborative instruction. It is our rationale that our students will improve their language skills, especially writing when differentiated instruction is utilized. The research shows that when teachers motivate students and incorporate a variety of strategies, students perform higher on state mandated exams as well as in class.

Classes will meet four times a week for two hours after school on Monday, Tuesday, Wednesday, and Thursday.

We plan to have a Integrated Cultural Experiences during some of these dates. Integrated Cultural Experience sessions will include educational field trips to museums, galleries, performances and other culturally relevant and instructional sound learning environments. Integrated cultural experiences will after school and may meet on select Saturdays. All field trips will abide by the NYC regulations pertaining to parental permission forms and number of chaperones and transportation. Trips will include bilingual as well as English only seminars and workshops. Parents are strongly encouraged to attend with their entire family as our goal will be to improve English learning for the family unit and community at large. The proposed plan will extend and expand students academic and cultural horizons as well as needs based on their current grades and teacher feedback. The expected outcomes for the program will include:

1. Increase in cultural understanding
2. Increase in literacy development
3. Development of instructional strategies including sheltered academic content area instruction and
4. Group Inquiry Work in student centered collaborative learning
5. Team building and ability to function in an English speaking country.

Ultimately, our goal will be to increase ELLs overall academic performance by showing an increase in performance level as shown on the NYSESLAT.

#### Parent Component:

Parent workshops will be held in conjunction with student workshops. It is our belief that we will improve motivation and attention if extended family members are encouraged to attend all sessions. Parents and students, including extended family members, may learn together during all of our ELL activities. Title III funds will be used to support our extended outreach including phone calls, letters, website preparation, and translation services. All materials used for students will also be used for the parents.

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

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### **Professional Development Program**

Samuel Gompers will conduct similar professional development activities as last year’s Title III proposal. Teachers will be provided with on-going professional development opportunities conducted in teacher-study groups facilitated by Ms. Domenech, ELL Coordinator , Dr. Norman, UFT Teacher Center, Mr. Doyle, AP Humanities Department, and/or software providers. This year’s study group will use several ELL specific texts including, Classroom Instruction that Works with English Language Learners, written by Ms. Jane D. Hill and Ms. Kathleen M. Flynn as well as focus on comprehending and utilizing the numerous software programs to improve reading and writing skills including the following:

Software Programs to Improve Reading and Writing:

- My Access!
- Achieve 3000
- ELLIS
- Acuity
- ARIS
- Skedula
- BrainPop
- SmartBoard

The study group will take place during after school sessions that will utilize the current student population as a springboard for discussion. Teachers will participate in workshops for two hours at least once per month in order to learn different ways to utilize Journal writing as a means to encourage accurate standard American English writing as well as to utilize our newly purchased software programs. On-going training workshops facilitated by coordinators and software providers will focus on the development of ESL rubrics akin to those used for the NYSESLAT in order to streamline grading and allow students familiarity with this type of grading. Literary strategies such as multiple intelligences, differentiated instruction, study groups, writing workshops, portfolio assessment, and accountable talk will round out the primary goals of the PD program.

The following are tentative dates for two hour long PD on Fridays: 11.05, 11.12, 11.19,12.3,12.10, 12.17, 01.07, 01.14, 01.21, 01.28, 02.04, 02.11, 02.18,03.04, 03.11, 03.18, 03.25,04.01, 04.08, 04.15, 04.29,05.06, 05.13, 05.20, 05.27,06.03, 06.10, 06.17

### **Parental/Community Involvement**

ESL workshops will be given to parents at least once per week as well as offer cultural experiences throughout the entire school year. Parents will be afforded the opportunity to better their own English skills with ESL tutorials held Monday, Tuesday, Wednesday, and Thursday from 3:30 – 5:30PM. This program will begin tentatively, on October 1<sup>st</sup> , 2010. English language acquisition along with

strategies that may better assist their child with homework, reading, writing, speaking and listening will be the focus of the workshops. This program will end on June 30th, 2010. Title III funds are used to support this program.

\*\*Please note that translation/interpretation services will be provided by either Ms. Salcedo, APO; Ms. Generoso, Parent Coordinator; and/or Ms. Domenech, ESL Teacher and ELL Coordinator.

## FORM TIII- A(1)(b)

TITLE III, PART A: Language Instruction for Limited English Proficient and Immigrant Students

School Year 2010 - 2011

Region 09 CSD 07 School Building: Samuel Gompers HS

Title III LEP Program

School Building Budget Summary

Total Number of Students in ESL: 145

\$26,060.00 allocation

Number of Students to be served by Title III: 30

CATEGORY	Proposed Expenditure <b>Total Allocation \$26,060.00</b>
<u>Instructional Activity #1:</u> Code 15 Professional Salaries – Teacher Per Session for after school program	Monday/Tuesday/Wednesday/Thursday ESL Instructional Program 2 Teachers X 2.5 hours each/week = 5 hours/week = 20 hours/month X 9 months = 180 hours total X \$49.53/hour = Teacher Salary - \$8,915.40  Paraprofessional: ESL Instructional Program M/T/F 1 Para X 1 hours/week = 2.5 hours/month X 8 months = 20 hours total X \$25.13/hour = Para Salary - \$502.60  Site Supervisor/Coordinator: 1 Supervisor/Coordinator X 6 hours/week = 24 hours/month X 9 months = 216 hours X \$51.83/hour = \$11,195.28
<u>Professional Development Program</u> Code 15	(ELL Coordinator, math, science, history, ELL Teachers) 2 teachers X 2 hours X 8 sessions = 96 hours X \$49.53 = \$4,754.88

Professional Salaries – Teacher Study Group	
Supplies and Materials Code 45	\$295.60
	<b>Sub-Total #1 = \$25,663.76</b>
Instructional Activity #2 Code 15 Professional Salaries – Teacher per session for parental involvement activity	Parental Involvement Cultural Experience/Family Gathering/ Literacy Instruction 1 Teacher X 8 hours X \$49.53 = Teacher Salary \$396.24
Supplies and Material: Code 45	
	<b>Sub-Total #2: \$396.24</b>
	<b>Grand Total #1: \$25,663.76 + #2 \$396.24 = \$26,060.00</b>

BUDGET NARRATIVE: INSTRUCTION

SCHOOL DISTRICT: 07

For TITLE III - INSTRUCTION MUST BE SUBMITTED WITH EACH BUDGET IN THE CONDSOLIDATED APPLICATION

<b>CODE/BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
Code 15 <b>Professional Salaries</b>	\$25,764.40
<b>Teacher per session for after school program</b>	\$14,066.52

<b>Instructional Activity #1</b>	\$8,915.40
<b>Instructional Activity #2</b>	\$396.24
<b>Professional Development Activity #1</b>	\$4,754.88
Code 16 <b>Support Staff Salaries</b>	\$502.60
Code 46 <b>Travel Expenses</b>	NA
Code 80 <b>Employee Benefits</b>	NA
Code 90 <b>Indirect Cost</b>	NA
Code 49 <b>BOCES Services</b>	NA
Code 30 <b>Minor Remodeling</b>	NA
Code 20 <b>Equipment</b>	NA

**BUDGET NARRATIVE: PROFESSIONAL DEVELOPMENT**

SCHOOL DISTRICT: 07

For TITLE III - INSTRUCTION MUST BE SUBMITTED WITH EACH BUDGET IN THE CONDSOLIDATED APPLICATION

<b>CODE/BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
Code 40 <b>Purchased Services</b>	NA
Code 45 <b>Supplies and Materials</b>	\$295.60

<b>Parental Involvement Activity</b>	<b>\$396.24</b>
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Priority Needs Identified Through Needs Assessment

Describe Title III activity: Tutorials After-School & Saturday with Parental Inclusion (Note: this is a single Title III activity)

Who will be served?

During the day, students are engaged in Beginning, Intermediate and Advanced ESL classes that focus on the functions: grammar, listening/punctuation and writing/reading. These students, as well as their parents/guardians, will be targeted for supplementary activities.

What language proficiencies?

All ESL students (Beginning, Intermediate and Advanced) with a target group being the Beginning levels.

How many weeks will the activity run?

30 weeks

Who will teach?

Number of Teachers: 2 (ESL)

What is the difference between the regular ESL courses and the Title III activity?

The differences between the regular ESL courses and the Supplementary After School & Saturday with Parental Inclusion Program (Select dates throughout the year and Tuesday from 5:30 - 6:30PM and Cultural Experiences) is that the classes will utilize a novel based approach that incorporates Journals, intense study of literary elements as well as incorporate technology (use of internet and word processing programs) into the learning activities and families will meet and practice their English as they observe culturally relevant museums, galleries, and other activities.

Parental Program Description:

It should be noted that the Parental Program, although not a separate program, will be on-going. During these days, teachers will focus on the integration of technology and writing. Our goal will be to include the parents in the process of identifying goals for their children as well as for themselves. Ultimately, parents and children will begin to foster second language acquisition via our program that offers parents opportunities to use the computers in our school to draft resumes, letters, and to navigate the high speed internet while honing their English language skills.

Rationale/Justification:

Based on a review of the spring 2010 NYSESLAT scores and from the most recent introduction of the Level 1 ELL students into our school, it is evident that a need to target the following areas exists:

Writing/Prewriting: creation of a GO (Graphic Organizer)

Writing an essay or story: Imaginative story or personal essay that was planned for in the prewriting exercise

Editing: student self corrects errors

Reading: Everyday topics and language, literature texts, maps, charts, schedules and calendars

Answering multiple-choice questions to assess cognitive and analytical proficiency stressed in the standards: (i.e. focus on main idea, facts, inferences, vocabulary, sequence interpretation and social communication)

Expected Outcome:

The final outcome/product of this course will be creative writing pieces such as charts, graphs, short stories, and journal entries that will be displayed in a formal magazine or newspaper type setting.

### Brief Description of Program Based on Scientifically Based Research

Students are encouraged to respond to literary texts through regular journal entries as preparation for writing assignments, which will be assigned in unity projects. It is suggested that instructors respond to reading journals in a nonjudgmental way, as in journal writing in writing classes (Fellag, 1993).

Literary elements such as plot, narrator, setting, theme, characterization, tone, symbolism, and figurative language are presented and practiced through student-oriented tasks. Concepts are also reinforced in unit projects (Fellag, 1993).

Keeping a journal has many benefits. It can aid you on the path of self-awareness, enlightenment, and growth by providing a secure forum in which to experiment (Guarino, 1999).

Research has shown that the quality - not the quantity - of English exposure is the major factor in English acquisition. That is, the second-language input must be comprehensible (Krashen, 1996).

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$876,950.	\$399,612.	\$1,276,562.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,795.	\$3,996.	\$12,791.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,848.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$105,173.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ~95%
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. We are implementing changes in teachers' programs and will continue to hire teachers in certification areas needed to meet our student's course of study.

\* 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.

## **SAMUEL GOMPERS CTE HIGH SCHOOL SCHOOL-PARENT COMPACT**

*Samuel Gompers Career & Technical 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 school year 2009-10:*

<b>School Responsibilities/ General Expectations</b>
--

**Samuel Gompers Career & Technical 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:**

*Professional development will be provided to acquaint teachers with effective instructional techniques such as differentiated learning.*

**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:**

*Four times per year, including fall and Spring Open School evenings.*

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

*Report cards will be provided at the end of each marking period. Teachers or counselors contact parents regarding behavior problems or referrals are mailed to the home. Promotion-in-doubt letters are sent to parents of appropriate students. Progress reports are provided to all parents of general education and related services students with each report card*

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

*Staff will be available during teacher prep periods, Open school evening and afternoons. In addition, parents may schedule an appointment with a staff member through the Guidance Office-B12C or the Parent Coordinator.*

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

*Parents may volunteer to participate in the Parent Association, School Leadership Team, and Quality Review Team. They are encouraged to work with the classroom teacher and to support all after-school activities.*

**6. 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.**

*The ESL Coordinator hosts parent orientations for families with limited English proficiency every year. The parent coordinator hosts ongoing parent workshops on a variety of topics for all parents and ethnic backgrounds. The Title One Coordinator will conduct the parent evaluations in conjunction with the Parent Coordinator.*

## Parent Responsibilities

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

*Supporting my child's learning by making education a priority in our home by:*

- *Making sure my child is **on time and prepared everyday for school**;*
- *Monitoring their attendance everyday;*
- *Providing an environment that will allow my child a place to study;*
- *Making sure that **homework is completed everyday**;*
- *Monitoring amount of television their children watch.*
- *Whenever possible try to meet & know all of your child's teachers;*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time. Staying informed about my child's education and communicating with the school*
- ***Promptly reading all notices** from the school or the school's district either  
received by my child or by mail and respond in a timely and appropriate manner;*
- *Respecting cultural differences of others;*
- ***Supporting the school's discipline policy**;*

## STUDENT 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 on time ready to do our best and be the best;

**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.

\_\_\_\_\_  
School Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Parent Involvement Policy

In acknowledgement of much reliable research, proving parental involvement raises the academic achievement of students, Samuel Gompers high school encourages participation of parents through an active Parent Volunteer Program and an active PTA. Parents are encouraged to assist in such activities as: Mother's Day celebration, Father's Day Bazaar, Bingo Night, and our annual Arts festival. A "joint" calendar that includes activities of all of the school's leadership groups, is to be produced annually. The Joint Calendar will include at least one family activity per school month.

In order to build an effective home-school partnership, Samuel Gompers High school will provide the following:

1. An annual orientation meeting where parents will be reassured of their right and responsibility to be involved in their child's education.
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.
3. A varied schedule for meetings and conferences in order to accommodate the needs of parents.
4. A minimum of two scheduled parent conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through Samuel Gompers Parent-Pupil Handbook, handouts and mailings and student achievement reports. Newsletters will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
6. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
7. Every year, a survey for all parents shall be conducted by the Parent coordinator and PTA executive board to collect opinions and concerns of parents about the current programs and to collect suggestions for improvement and topics for meetings that meet the needs of parents.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and community member are always to be made welcome at Samuel Gompers High school.

Parents are encouraged to participate in the Parents' Association's monthly meetings, fall and spring Open School Evenings. Parents are always encouraged to volunteer their time whenever possible; participate in the School Leadership Team, which is held monthly; and participate in the Quality Review- Parents' Evaluation period. Parents are encouraged to set up appointments and meet with classroom teachers and/or guidance counselors at any time and they are encouraged to support all after-school activities.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.  
Workshops on parenting, literacy workshops for the parents, feedback or progress reports.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
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.
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.

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

### **Section I: Schoolwide Program (SWP) Required Components**

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

11. 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.
12. Schoolwide reform strategies that:
  - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - d) 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

13. Instruction by highly qualified staff.

14. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

15. Strategies to attract high-quality highly qualified teachers to high-need schools.  
Attend DOE recruitment fairs. Contact with schools of education in the New York tri-state area.

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

Workshops on parenting, literacy workshops for the parents, feedback or progress reports.

17. 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.

18. 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.

19. 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.

See Appendix 1B, pgs. 48 – 50.

20. 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.

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

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* 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 Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 Schoolwide 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 Schoolwide 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 schoolwide 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 Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide 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	X				X	
Title I, Part A (ARRA)	Federal	X				X	
Title II, Part A	Federal	N/A				N/A	
Title III, Part A	Federal	X				X	
Title IV	Federal						
IDEA	Federal	X				X	
Tax Levy	Local	X				X	

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide 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 – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **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:** SINI – Year 2 **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

- 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.

The school has been identified as deficient in three areas: English Language Arts, Mathematics, and graduation rate. Poor passage rates on both ELA and math exams, coupled with students not earning enough credits toward graduation lead to a negative outcome on both NCLB and the New York State Report card.

The following can be quantified as school findings regarding the specific academic issues that have caused the school to be identified as SINI Year One, ELA

Increase in Poverty Rate by over 10%:

<u>2008-09</u>	<u>2009-10</u>
71.4%	83.5%

Increase in Suspensions:

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-2010</u>
Principal Suspensions	226	309 (increase of 83 suspensions)	193 (Decrease of 116 suspensions) 38%
Superintendent Suspensions	45	57 (increase of 12 suspensions)	46(Decrease of 11 cases) 19%

Decrease in English Language Learner (ELL) Enrollment – Increase in ELLs attaining English proficiency (+)

	<u>2008-09</u>	<u>2009-10</u>
# receiving ESL services only	190	168 (22 students attaining English proficiency)

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School Under Registration Review (SURR)

#ELLs with IEPs (a.k.a. SPELLs): Increase by double in one year

2008-09	2009-10
30	62

Decrease in Teacher Qualifications:

Over 10% decrease in core classes taught by “highly qualified” teachers (NCLB/SED)

2007-08	2008-09
98.5	86.0

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.

Sample of data analysis (bottom 1/3)

ID	Total Cr Attemp	Total Cr Achiev	Percent Achiev	%Attendance	Max Math Reg	Counselor	ETHNICITY
202873253	1	1	100.00%	91.8	54	PAEZ	BLACK- NOT OF HISPANIC ORIGIN
203162086	1	1	100.00%	76.1	43	MILLS	HISPANIC
203870274	1	1	100.00%	80.5	46	MILLS	HISPANIC
204871479	2	2	100.00%	100	49	ROPER	BLACK- NOT OF HISPANIC ORIGIN
205754542	2	1	50.00%	84.9	50	PAEZ	BLACK- NOT OF HISPANIC ORIGIN
206304834	2	2	100.00%	61	62	INFANTE MALDONAD O	HISPANIC
206405664	1	1	100.00%	70.4	48	O	HISPANIC
207773821	2	2	100.00%	93.7	61	INFANTE	HISPANIC
207944679	1	1	100.00%	97.5	59	INFANTE	HISPANIC
208307751	1	1	100.00%	28.3	35	INFANTE	HISPANIC
208447482	1	1	100.00%	93	59	MALDONAD O	HISPANIC

208533109	2	1	50.00%	71.7	47	INFANTE	HISPANIC
208537852	1	1	100.00%	83	53	INFANTE	HISPANIC

a) Math

- Incoming freshmen
  - using their Performance Level (PL) for scheduling
    - ✓ levels 3, 4 – 1-year Integrated Algebra class
    - ✓ levels 1, 2 – 2-year Integrated Algebra class
    - ✓ after the 1<sup>st</sup> term of the 1<sup>st</sup> year, forming (a) Honors class(es) for the lowest third with a goal passing the Integrated Algebra in June 2011 with a 75 or higher
- Non-freshmen
  - students in 1-year Integrated Algebra class who failed the Integrated Algebra Regents exam to be scheduled for term 3 in the 2-year Integrated Algebra class for the next September
  - students who failed the Integrated Algebra Regents exam after 4 terms of Integrated Algebra to be scheduled for a 1-term Integrated Algebra Regents prep class in addition to their Geometry class
  - intense outreach and rigorous preparation for the Algebra Component retest

b) Science

- Incoming freshmen
  - students who passed the Living Environment Regents exam in 8<sup>th</sup> grade to be scheduled for Chemistry
  - students level 3, 4 on their Science state examination and students who passed the Earth Science Regents exam in 8<sup>th</sup> grade to be scheduled for Honors Living Environment classes
- Non-freshmen
  - students who failed the Living Environment Regents exam to be scheduled for a 1-term Living Environment Regents prep class in addition to their Chemistry class
  - students to continue to have 2-term Science lab classes, but if they passed either the 1<sup>st</sup> or the 2<sup>nd</sup> term to be scheduled for the respective Science Regents exam – they had met the 1,200 min lab time required by the State Ed. Department. Most of the 2<sup>nd</sup> term of the Science lab class will be used as a Regents prep class.
  - starting an Physics AP class

c) Interdepartmental interaction – exploring the opportunities to more efficiently infuse literacy in math/science classes and include more non-fiction (math/science related) reading in English class

Students' achievement - setting benchmarks and follow-up

- a) start with students' 8<sup>th</sup> grade State examinations – using a distractor analysis of the multiple choice of the exams
- b) for all students, use the departmental scanner results for distractor analysis and using it to adjust the instruction
- c) uniform marking period, midyear and final exam examinations
- d) Regents and mock Regents examination item analysis

- e) Continue utilizing the MS Access database software for creating a variety of reports for tracking students' performance and outreach needs.

Focused Interventions Samuel Gompers CTE will implement to support improved achievement in the following areas: see also CEP Appendices 2, 3 and 7 as well as Section IV: Action Plan for ELA.

### English Language Arts

1. Offer honors and advanced placement classes for high achieving students.
2. Offer an Advisory period for all freshmen to act as a writer's workshop as well as to assist with guidance matters and a general introduction to high school and routines and rituals to make students successful.
3. Program all juniors and seniors with a 64 and lower on the ELA Regents for an E5P and/or E7P ELA Regents preparation course.
4. Offer a revised ELA Writing Curriculum that has benchmark essays for each marking period including the use of exemplars and rubrics – this measure speaks to the need for the Department for curriculum alignment as well as benchmark assessments.
5. Give summer assignments to all English students.
6. Pull-out target students, e.g. particular cohort, at risk of failing, etc. – teachers' professional periods will be used for this purpose, if no additional funding is available.
7. Group students that have not passed the ELA Regents to provide targeted instruction, e.g. ELA Regents: Juniors, Seniors.
8. Supply targeted groups of students with specific instructional/test taking strategies based on the ELA Regents, differentiated instructional materials, and providing small groups or one-to-one tutoring for those students – if funding available.
9. Credit-recovery and independent study projects will be offered to students who failed their classes.
10. After school tutoring provided by students who already passed the Regents exam.
11. Before and after school tutoring. – if funding available
12. Saturday tutoring – if funding available
13. Offer Saturdays practice/mock Regents/NYSESLAT exams and using the results for differentiated instruction. – if funding available
14. Supply the students with consumable Regents materials, including Amsco and Kaplan materials, in addition to RCT Reading and Writing Preparation materials – if funding available
15. Implement formative assessment and differentiated instruction in every classroom (Acuity examinations).
16. Implement the Prentice Hall EDUWARE and test creator software. Teachers will use school supplied computers, projectors, and Smart boards.
17. Emphasize writing, reading, vocabulary, portfolio assessment, differentiated instruction, Bloom's Taxonomy, and accountable talk to focus on improved comprehension.
18. An Outreach (MS Access based) software is installed in the U.F.T. Teachers' Center. Through this software, the teachers can:

- See their students' test modification,
  - Send letters to the student's homes, and
  - Make phone calls to the student's parents/guardians
19. Data Sources Reviewed – Collection of unit and teacher make assessments; classroom performance and teacher informal and formal observations, and lastly HSST and ARIS data – tracking students' progress

**Part B: For Title I Schools Identified for Improvement**

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 percent of the Title I funds for professional development (\$104,506.20) will be used to staff a full time position in the UFT teacher center. The coordinator of the UFT teacher center will provide high quality professional development sessions to address the academic areas identified and remove the school from school improvement.

The implementation of professional learning communities will build teacher capacity and address the areas of communication and coordination across grade levels and across disciplines. In coordination with the UFT teacher center, teachers will participate in professional teams and receive professional development in curriculum mapping, supportive discipline and attendance intervention strategies, literacy across the curriculum to support English language Learners (ELLs), and the utilization of digital media resources for instruction. Infusing literacy across the curriculum will address the needs of struggling students systemically and steadily. Teachers will also receive professional development in differentiated instruction strategies to address the needs of all learners. These sessions will be centered around the question: Do teachers base their instruction and instructional decisions on data? The objective is to form teacher habit in informing instruction to target student learning including the use of anecdotal and formative assessments. Additionally, professional teams will receive training in the utilization of instructional technologies to help teachers bring more appropriate resources to their instruction.

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

Our school based mentoring program is based on the California Teaching Standards. Each semester a standard is selected as a school wide goal. The entire staff participates in professional development that focuses on these standards. Best practices are discussed, conflicts are

shared, and ideas are explored. New teachers will not only be assigned an experienced teacher as his or her mentor but a partnership with the UFT Teacher Center is encouraged. In lieu of the professional learning community that every teacher is a participant in the Assistant Principal of the department, the mentor and the UFT Teacher Center specialist will collaboratively create a plan for each new teacher. The basis of this plan is support. It is our responsibility to provide every opportunity for our teachers to be challenged, to grow and to be successful.

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.

Parents will be notified about their school being a SINI school through a letter in dual language. The letter will include frequently asked questions, in addition to information regarding SES providers for tutoring assistance. Parents will be given information on how to transfer to another school, if they wish to do so. The letter will invite them to a parent orientation information session regarding the school's SINI status.

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

### **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.

## **School Parental Involvement Policy (PIP) 2010-11**

### **I. General Expectations**

Samuel Gompers 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 1118 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 1 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;
  - Those 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. Samuel Gompers 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, has 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) it's 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)

***1. The Parent Coordinator will survey parents to assess needs.***

2. Samuel Gompers 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.)

***1 .Annual freshmen/sophomore/senior/junior parent nights, open school night and day, PTA meetings***

***2. Promotion Graduation in doubt letters (dual language)***

***3. Progress Report letters (dual language)***

***4. Home visits for difficult cases***

***5. Counselor meetings using -Personal Intervention Plans (PIP)***

***6. Parent Coordinator is a liaison between the school and parent***

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: (List activities.)

***1. Parents can monitor grades and attendance through Aris and Skedula. Parents can also communicate using email with their child's teacher and counselor***

***2.School's webpage that outlines school-wide information***

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: (List activities.)

***1. PTA President and Parent Coordinator implement the following initiative each year Mother's Day Show, Father's Day program, Senior/Junior parent dinner for graduating seniors and' potential seniors***

d. 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: (List actions.)

***1. Dual language letters and literature are available for parents where English is not the primary Language***

### ***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.

## **Part A: Students in Temporary Housing**

*1.2010-2011 Total number is 12*

### *2. STH Services*

- *Counselor assess needs through an assessment form*
- *Provided with transportation cards*
- *Provided with school supplies, clothing and food on a case by case basis*
- *Tutoring is provided*
- *Referral services provided*
- *Home visits*

**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>	Samuel Gompers Career and Technical Education High					
<b>District:</b>	7	<b>DBN:</b>	07X655	<b>School</b>	320700011655	

**DEMOGRAPHICS**

Grades Served:	Pre-K	3	7	11	v
	K	4	8	12	v
	1	5	9	v	Ungraded v
	2	6	10	v	

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		75.8	73.4	73.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	430	388	280				
Grade 10	390	281	219				
Grade 11	348	291	205				
Grade 12	131	128	117				
Ungraded	1	9	5				
<b>Total</b>	<b>1300</b>	<b>1097</b>	<b>826</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.9	95.7	94.1

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	85.0	83.5	83.5

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	11	66	27

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	31	20	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	182	174	137	Principal Suspensions	226	309	195
# in Collaborative Team Teaching (CTT) Classes	29	24	31	Superintendent Suspensions	45	57	46
Number all others	84	79	53				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1105	1030
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	190	168	TBD	Number of Teachers	96	90	88
# ELLs with IEPs	30	62	TBD	Number of Administrators and Other Professionals	36	37	26
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	93	84	339	% fully licensed & permanently assigned to this school	100.0	100.0	98.8
				% more than 2 years teaching in this school	80.2	83.2	88.6
				% more than 5 years teaching anywhere	73.3	75.8	84.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	81.0	87.5
American Indian or Alaska Native	0.9	0.9	0.8	% core classes taught by "highly qualified" teachers	98.5	86.0	94.7
Black or African American	28.4	28.0	30.1				
Hispanic or Latino	68.6	69.0	67.1				
Asian or Native Hawaiian/Other Pacific	1.3	1.5	1.3				
White	0.8	0.6	0.6				
<b>Male</b>	77.2	77.8	77.5				
<b>Female</b>	22.8	22.2	22.5				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	X	X	57
<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						
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	X	
<b>Student groups making</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>	UPF
<b>Overall Score:</b>	50.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	UPF
School Environment:	4.7	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	12	Quality Statement 4: Align Capacity Building to Goals	UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	32.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

<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>CFN</b>	District <b>07</b>	School Number <b>655</b>	School Name <b>Samuel Gompers CTEHS</b>
Principal <b>Ms. Joyce Mills-Kittrell</b>		Assistant Principal <b>Ms. William J. Doyle</b>	
Coach <b>Dr. Nicholas Norman</b>		Coach	
Teacher/Subject Area <b>Mr. Thompson/English</b>		Guidance Counselor <b>Ms. Infante/Ms. Paez</b>	
Teacher/Subject Area <b>Ms. Domenech/ESL</b>		Parent <b>See Ms. Generoso</b>	
Teacher/Subject Area <b>Mr. Matthews/ History</b>		Parent Coordinator <b>Ms. Sandra Generoso</b>	
Related Service Provider <b>Mr. Spence, AP SpEd</b>		Other <b>type here</b>	
Network Leader <b>Ms. Jayne Godlewski</b>		Other <b>type here</b>	

### 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>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>4</b>	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>858</b>	Total Number of ELLs	<b>145</b>	ELLs as Share of Total Student Population (%)	<b>16.90%</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.
- The ELL Coordinator reviews the HLIS as well as LAB-R, NYSESLAT to determine the placement and admission into our ELL program. Any new ELL is properly administered the HLIS and LAB-R within ten days of entrance into our building. The ELL Coordinator has been trained via BETAC, various regional and district meeting in addition to meetings with our ELL Compliance and Performance Specialist, Ms. Olga DiFillipis in order to properly place our students. ELLs are evaluated annually with measures from the NYSESLAT and are placed in the appropriate course either Beginner, Intermediate, or Advanced.
  - Parents are first informed via phone master that our school will provide ELL services. Parents are encouraged to attend workshops, via phone master and mass mailing, informing them about their parental choice of program. A workshop is provided twice per year to inform parents and then letters are distributed in their ESL classes included are the entitlements letters and parental option letters. Students are encouraged to return these forms to the ELL Coordinator and returned to students permanent records. This process is on-going throughout the year depending on new arrivals.
  - Samuel Gompers CTE High School ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned by having the Parent Coordinator and ELL Coordinator make follow up phone calls to procure these forms from parents - teachers and guidance counselors also assist with the collection of these forms.
  - Criteria used to place ELLs are the NYSESLAT and/or LAB-R as per state guidelines. All materials are translated into parents' native language. Translation services are readily available when necessary.
  - After reviewing the Parent Survey and Program Selection forms for the past few years it has been the trend not to return these forms. Our school has made constant outreach by calling homes, informing parents by re-sending these letters and providing parental workshops to review these matters. These parents requested our Freestanding: English as a Second Language Program.
  - Yes, our program models offered at our school are aligned with parent requests. Many students are placed in transitional bilingual settings and appreciate the added support.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11
					<input checked="" type="checkbox"/> 12

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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										44	53	32	16	145
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	44	53	32	16	145

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	30
SIFE		ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	86

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21		5	38		13	86		12	145
Total	21	0	5	38	0	13	86	0	12	145

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

### 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														0
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>													

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

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																
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	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										44	53	31	16	144
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## 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
Other													0	0
<b>TOTAL</b>	<b>0</b>	<b>44</b>	<b>53</b>	<b>32</b>	<b>16</b>	<b>145</b>								

## 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.

1. Samuel Gompers Career and Technical High School offers a Transitional Bilingual Program with Freestanding English as a Second Language (ESL) Program: (Self-Contained).

2. Our program model is a Homogenous Grouping.

3. In a freestanding ESL program students will receive all instruction in English. Each student will receive the appropriate number of ESL units based on their NYSESLAT score and New York State mandates. For our purposes, LB will receive three - fortyfive minute periods per day, LI will receive a two forty-five minues per day, and LA will receive a single forth-five minute period in addition to an English class per day. The instructional goals of the ESL program is as follows: provide academic subject instruction in English using ESL methodologies and instructional strategies; incorporate ESL strategic instruction; assist students to achieve the state-designated level of English proficiency for their grade; and lastly to help each ELL meet or exceed New York State and City standards. In a freestanding ESL program, Language Arts is taught using ESL and ELA methodologies and content area instruction is in English using ESL strategies.

4. Samuel Gompers CTE High School differentiates our instruction for numerous ELL subgroups.

SIFE: see Long-Term ELLs

Newcomers: This group of students is working on a basic understanding of English language with a focus on vocabulary, listening, and speaking skills. Lessons should include audiotapes and visual presentations in addition to small group instruction so that students feel comfortable practicing with an unfamiliar language. This group has a certified ESL teacher helping students acquire English skills and cultural awareness in a more efficient and speedy manner.

It is our belief that long term ELLs and SIFE need Scaffolding to improve with language acquisition. Teachers will use modeling, questioning, feedback, and graphic organizers across successive engagements. It is our main goal to target these students because we feel that they should already have acquired English proficiency. Therefore, we are offering the students, after school and Saturdays tutoring, group counseling and academic intervention. .

Currently, we are working together with Special Education teachers in order to modify their instruction and to meet their unique and individual needs. On a similar front, we would like to offer homogenous SPELL classes taught exclusively by a Special Education licensed

teacher with an enhanced ESL professional development as a means to handle our growing numbers. All students will be monitored by both Departments and IEPs will be re-evaluated with the assistance of the ELL Coordinator.

After reaching NYSESLAT proficiency they are instructed to attend after school tutoring so that they can achieve a passing score on the ELA Regents examination. Group counseling is used to make sure that they transition smoothly from ESL to English classes – we do not want our students to feel alienated or confused. They are also privy to continual support from our ESL teachers, guidance counselors and English teachers

Our students are programmed based on their NYSESLAT scores and/or teacher feedback to find the most appropriate setting. Keep in mind that we also have a growing SPELL (Special Education/ELL students) population that may require self-contained ELL/ESL classes. Each program of study follows the mandated number of instructional minutes.

Explicit ESL instruction includes literature and content-based instruction which is aligned explicitly to the New York State learning standards in ESL and content areas. ESL instruction also complies with CR Part 154 regulations. In our program we are using scaffolding techniques in conjunction with other techniques that are shown to be the most effective for ELLs such as SIOP, CALP, BICS and many other methods.

Teachers of ELLs use the following materials:

Books, TV, VCR, DVD, Portable computer lab, tape and CD recorders, and the library have a vast collection of books and technological equipment that cater to our ELLs.

Specifically, teachers use the following texts:

- My Access Computer Program (Grant provided – supplementary writing program)
- SES: Failure Free Reading (on-line reading program)
- North Star: Reading & Writing, Barton and Sardinas – All levels
- New Interchange: English for International Communication, Richards and Proctor – All levels
- Passages, Richards and Sandy, All levels
- Grammar in Context, Elbaum – All levels
- The Oxford Picture Dictionary, Shapiro, Adel son-Goldstein – All levels
- Various Abridged Penguin Classics of Literature (i.e. Call of the Wild, Tom Sawyer, Huckleberry Finn, The Five People You Meet in Heaven, When I Was Puerto Rican, Treasure Island etc.)
- Preparing for the NYSESLAT: Attanasio & Associates
- Preparing for the ELA Regents – Amsco
- Preparing for the ELA Regents – Kaplan Summer School Program

Teachers of ELLs use the following techniques:

School-wide Initiatives (2009-2010): Teacher will be using writing portfolios and utilizing rubrics to assist students with writing. Teachers are expected to have students identify learning goals and continually assess students during the period as well as before and after units of learning. Mastery teaching/learning is our focus and teachers will re-teach material as they see fit to guarantee that each child understands the material. Multiple intelligences theory has been used as each student completed a survey at the beginning of the year to show their preferences. Teachers will use this information to differentiate instruction as well as use information from the ELA and ELL Periodic Assessments via CTB McGraw Hill and Pearson (ELL Assessment) in conjunction with use of ARIS and Acuity to modify instructional materials and provide students with individualized supplementary materials for learning.

Balanced Literacy: An instructional approach that develops literacy skills by incorporating a number of activities, including read-aloud, shared reading, guided reading, independent reading, interactive reading, phonics, spelling, share writing, guided writing, model writing, interactive writing, and independent writing. This instructional approach is used for all levels of ELL instruction.

Differentiated Instruction: Provides students with multiple options for taking in information, making sense of ideas and expressing what they learn. A differentiated classroom provides different avenues to acquiring content, processing, or making sense of ideas and developing products. This instructional approach is used for all levels of ELL instruction.

Alternative Assessment: Analysis and reporting of students performances using sources that defer from traditional objective responses, such as standardized and norm-reference tests, including portfolios, performance-based tasks, and checklists. The Federal (NCLB) and state laws

require that all students meet rigorous standards.

**Beginning: Basic Interpersonal Communication Skills (BICS):** Developed by Jim Cummins (1984), BICS is often referred to as “playground English,” “survival English” or “surface fluency.” It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on context to aid understanding. Control over BICS, or surface features of language, should not be misinterpreted as language proficiency. As students gain more proficiency, lessons will move toward more demanding cognitive activities.

**Intermediate: Cognitive/Academic Language Proficiency (CALP):** Developed by Jim Cummins (1984) CALP is language proficiency associated with schooling and the abstract language ability required for academic work. CALP describes the kind of language needed to learn new information, think in more abstract ways and carry out more cognitively demanding communicative task required by the core curriculum. It is also referred to as school language, academic language, or the language of academic de-contextualized situations.

**Advanced:**

**Divergent Thinking:** occurs when the task, or question, is open-ended so that several people arrive at different conclusions or answers, and the number of possible appropriate conclusions is fairly large.

**Immersion:** Learning English through content area instruction, with an emphasis on contextual clues and with grammar and vocabulary adjusted to proficiency level. Success immersion programs provide comprehensible input or understandable messages, through which students acquire the second language as they are learning other academic subjects.

ELL teachers are provided with the following professional development opportunities. **ELA:** Instruction that focuses on the development of the English language: reading, writing, and listening as well as oral communication.

**ESL:** Ms. Domenech (fully certified, ESL) and Ms. Davis (provisionally certified ESL)

**Bilingual Teachers:**

**History:** Ms. Soler (not certified bilingual) and Mr. Guerrero (certified bilingual)

**Technology:** Mr. Santiago (Electronics) (not certified bilingual)

**C.T.E.:** Mr. Perez (Computer Applications & Electronics) (Certified Bilingual)

**Math:** Mrs. Campbell (not certified bilingual)

**Science:** Ms. Alberty – certified bilingual

Our plan is to align the subject area courses with ELL methodologies. Lessons are created that may be used throughout all subject areas to improve English Language Arts through their content specialization. ESL teachers assist to create lessons that include content information in addition to traditional ELL instruction. By working collaboratively, teachers are able to formulate lessons that are rich in content and language.

Our team has found that the works of Echevarria, Vogt, and Short in their text, *Making Content Comprehensible for English Learners: The SIOP Model* to be especially useful to our ELL teachers. The SIOP Model shows that teachers need to use content to teach ELLs and ELLs need to improve their CALP (Cognitive Academic Language Proficiency) if they are to truly be successful in today’s climate of high stakes testing and academic rigor. It is our belief that ELLs need intense instruction that offers them meaningful results that are beyond those clearly expressed by BICS (Basic Interpersonal Communication Skills). By incorporating the SIOP Model for professional development purposes, teachers are better able to give students extended language support while learning in the content areas. Our goal is for our ELLs to exit ESL and to confidently place the student in their appropriate level for all academic courses, including English.

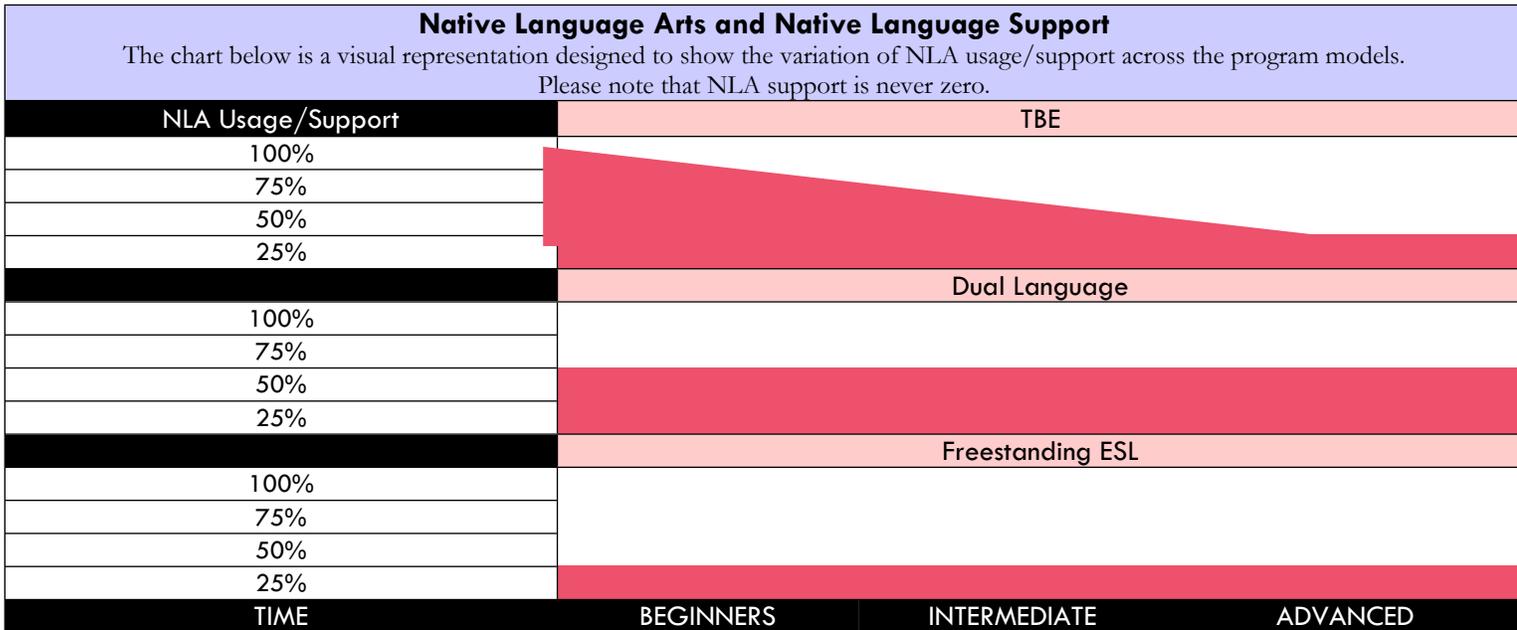
To begin this process it was necessary to have weekly professional development activities that included the analysis of the SIOP text. Some professional development activities included analysis of our individual students too. We were able to see that our current classes needed to move toward the SIOP model in order to improve instruction. After teachers were able to understand the major elements of sheltered instruction, it was necessary to give them the tools to provide such instruction. Teachers started by planning lessons together that included elements of content standards and ELL standards and to make sure that each was given adequate time during lessons. We also instructed teachers to perform inter-visitations so that they could see a number of different strategies that are used for ELLs. These individual strategies include, but are not limited to the following: teacher modeling, read-alouds, journal writing, round-robin reading, to talk to the text, graphic organizers, collaborative posters, and computer based instruction. In a similar manner, we provided outside workshops for

these teachers to attend. For example, they were able to attend the NYU Dual Language Symposium to further their knowledge of ELLs and the strategies that help to improve instruction. Additionally, we were able to network that led to our teachers' ability to observe other high schools ELL programs.

Lastly, we are doing everything in our power to improve the academic performance of our ELLs so that they will find success in class and on the Regents examination. As educators, we strive to improve our program so that every ELL is receiving the best education possible, and that they are meeting all state and city requirements. Our goal is that ELLs will transition smoothly into college preparation programs with mastery of content skills.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



## 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?

5. Our targeted intervention programs for ELLs include the following:

One targeted approach to helping struggling ELLs is daily small-group instruction for students with similar needs. Gersten and colleagues (2007) point to a growing number of high-quality, randomized control trials (Denton, Anthony, Parker, & Hasbrouck, 2004; Gunn, Smolkowski, Biglan, & Black, 2002; Vaughn, Mathes, et al., 2006) that show this intervention can produce sustained improvement in student achievement—especially if the groups focus on explicit, interactive instruction in the core areas of literacy.

Another targeted intervention program includes identifying students' needs through assessment (including screening, benchmark tests, and other forms of ongoing formative assessment) is a crucial component in this process (see Gersten et al., 2007). Teachers should assess students frequently to ensure that the instruction they receive is effective and that they move in and out of interventions in an appropriate and timely manner. It's important to keep intervention groups flexible so that students neither struggle with content that is far beyond their instructional level nor get "stuck" in an intervention that teaches skills they have already mastered.

6. Our plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is to encourage them to attend our after-school programs and to include them in all ELL activities. These students are still provided with ELL support although they no longer need to sit for the NYSESLAT.

7. New programs or improvements for ELLs include the following on-line programs: Achieve 3000, PLATO, ELLIS and Liberty (math/science).

8. At this moment we are not considering the termination of any programs or services for ELLs.

9. We currently offer Afterschool Instruction/tutoring, Failure Free Reading Program and The Bronx Community College Credit Courses. After school instruction is devoted to all ELLs, particularly our Newcomers and Beginning ELLs. The Failure Free Reading Program is an SES provider that provides a computer-based reading and writing based intervention model for all levels of students, including ELLs. The Bronx Community College Credit Courses are designed for Former ELLs, long-term ELLs, and advanced ELLs. These courses provide students with college bearing credit as well as an introduction to advanced courses of study.

10. Our teachers have at their disposal computer labs, portable computer carts with laptops, smartboards, mimeos, tvs/vcr/dvd players, audio equipment and classroom libraries.

11. Native language support is provided via a Transitional bilingual program where applicable. In certain circumstances students and parents are provided with a translator and/or alternative materials when necessary. ESL is conducted in English with native language support. We at Gompers realize our students needs and provide scaffolding in the way of language support via work walls, Native language texts, translation services, bilingual dictionaries, and student buddy systems where needed.

12. All services support and resources correspond to all ELL ages, levels and grades.

13. All students are required to complete a summer reading program. Our facility is not open during the summer so we encourage our students

to apply to summer school when necessary. Currently, we do not offer a bridge program, but are constantly seeking funds to make this a reality for our students as we feel such a program would greatly benefit our youngsters.

14. We offer Spanish as an elective language.

### 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)?

### 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.

#### Professional Development Program

Samuel Gompers will conduct the same professional development activity in last year's Title III proposal. Teachers will be provided with on-going professional development opportunities conducted in teacher-study groups facilitated by Ms. Domenech, ELL Coordinator. This year's study group will use the book *Classroom Instruction that Works with English Language Learners*, written by Ms. Jane D. Hill and Ms. Kathleen M. Flynn. The study group will take place during after school sessions that will utilize the current student population as a springboard for discussion. Teachers will participate in workshops for two hours each month in order to learn different ways to utilize writing as a means to encourage accurate standard American English writing. On-going training workshops facilitated by the ESL coordinator will focus on the development of ESL rubrics akin to those used for the NYSESLAT and the new ELA Regents Examination in order to streamline grading and allow students familiarity with this type of grading. Literary strategies such as multiple intelligences, differentiated instruction, study groups, writing workshops, portfolio assessment, and accountable talk will round out the primary goals of the PD program. The following are tentative dates for two hour long PD on Fridays: 11.12, 12.10, 1.14, 02.11, 03.11, 04.08, and 05.13 - (2010-2011).

### 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?

#### Parental/Community Involvement

ESL workshops will be given to parents once per week and during one Saturday per month (cultural experiences) throughout the entire school year. Parents will be afforded the opportunity to better their own English skills with ESL tutorials held on Tuesdays from 5:30 - 6:30PM, as well as on select Saturdays from 8 - 1PM. This program will begin tentatively, on November 10th, 2009. English language acquisition along with strategies that may better assist their child with homework, reading, writing, speaking and listening will be the focus of the workshops. This program will end on June 8th, 2010. Title III funds are used to support this program.

\*\*Please note that translation/interpretation services will be provided by either Ms. Salcedo, APO; Ms. Generoso, Parent Coordinator; Ms. Domenech, ESL Teacher and ELL Coordinator

Parental needs are based on Ms. Generoso's survey when meeting with parents at the beginning of the school year. Routinely, parents have requested that our school continue to offer translation services, language classes/instructional sessions, and our new adult education program that assists the community with G.E.D. completion and computer-based instruction. Parents also request that our school offer cultural events such as Mother's and Father's Day Activities, a Holiday Show and other motivating activities.

# 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)										9	12	5	1	27
Intermediate(I)										23	26	17	10	76
Advanced (A)										6	11	9	5	31
Total	0	0	0	0	0	0	0	0	0	38	49	31	16	134

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										2	1	0	0
	I										5	6	4	0
	A										11	12	6	2
	P										21	32	20	14
READING/WRITING	B										8	12	5	1
	I										20	28	17	8
	A										6	10	8	5
	P										0	1	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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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
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	40		28	
Math <u>A</u>	47		35	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	31		17	
Physics				
Global History and Geography	31		24	
US History and Government	45		25	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. Currently, this is the first time that our school has administered the Pearson's ELL Diagnostic Assessment tool to assess the early literacy skills of our ELLs. In addition to this assessment we review the Grade 7 and 8 English Language Arts assessment that measure students ability in the following areas: Information and Understanding and Literary Response and Expression. As a final measure, we review the NYSESLAT proficiency levels to program students for the most effective educational program. The data shows that our ELLs literacy skills are overwhelmingly below average and that our students need an intensive amount of support in order to achieve proficiency. This information is helpful to our school since it allows us to modify our instructional program to best serve the needs of these students. For example, we realize that we need to focus on non-fiction works and to provide print rich classrooms with Native language support as well as to increase ELLs use of academic vocabulary and language acquisition in both L1 and L2 (our Newcomers and Beginning level courses). As Per the 2010-2011 RLAT we have a majority of intermediate level ELLs with 23 scoring at this level. The second largest group is beginning with 9 students and then advanced with 6 students. Overall we have 16 ninth grade SPELLs that are in our ESL program.

2. The data patterns reveal the following:

Grade	Proficiency Level	Beginning	Intermediate	Advanced	Total

level for Reading and Writing. Therefore, we intend to increase efforts to bring the Reading and Writing skills to a proficient level via small group instruction, differentiated learning, computer-based reading and writing programs and backstopped by continual teacher training and professional development workshops.

3. The data shows that we have a majority of Intermediate level ELLs with similar populations for Beginning (27) and Advanced (31). When reviewing our NYSESLAT Modality Analysis it shows that a majority of our ELLs are proficient in Listening and Speaking and on an Intermediate level for Reading and Writing. Therefore, we intend to increase efforts to bring the Reading and Writing skills to a proficient level via small group instruction, differentiated learning, computer-based reading and writing programs and backstopped by continual teacher training and professional development workshops.

4. ELLs have the ability to take most New York State Assessments in their Native Language in addition to having the English version as a guide, expect for the ELA Regents. Currently, we do not have breakdowns of students and whether they completed the Regents in their Native Language and/or English versions.

Teachers and administrators are using the ELL Periodic Assessments to gauge ELLs ability to meet State Standards and to address areas of deficiency so they can improve and implement appropriate instructional strategies to benefit these students.

Compensatory is learning that our ELLs need to improve their Reading and Writing skills. Native language is used as a scaffold and as an additional support for students. We encourage the use of their Native language but realize that ELLs need to embrace English and only by using and practicing will they improve.

5. NA

6. We evaluate our success of our ELL program by determining the percentage of students who have tested proficient in the NYSESLAT and who have moved up one or two levels. Our program is also successful when our students pass any of the New York State Regents assessments and if ELLs graduate with a Regents, and/or advanced Regents diploma. Some ELLs even graduate with a CTE endorsed diploma.

### 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.

## 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		