



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ALFRED E. SMITH CTE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): BRONX DISTRICT 07X600

PRINCIPAL RENE CASSANOVA **EMAIL:** RCASSAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
RENE CASANOVA	*Principal or Designee	
*TOM NEWTON	*UFT Chapter Leader Designee	
KIM DUHON	PARENT ASSOC. PRESIDENT	
RUTH PERKINS	DC 37 Representative, if applicable	
MICHAEL SMITH FRANCIS DOMINGUEZ	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
KAREN BOWERS	SLT CHAIR	
ANNETTE WILLIAMS	Member/ PARENT	
LUZ COLON	Member/ PARENT	
ANNETTE FULLERTON	Member/ PARENT	
GLORIA ADUTWUM	Member/ PARENT	
	Member/	
	Member/	

*INTERIM ACTING

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

2011-2012 Annual School's Goal #1: GRADUATION RATES: By August 2012, there will be a graduation rate of 65% an increase of 20% over 2011.

Comprehensive needs assessment

- According to the JIT,QR, Progress Report and AOR, and the June Regents results there is a need to meet various AYP goals for the 2011-2012 school year

Instructional Strategies

- All students have not passed their Regents examination with a 65 or higher will be assigned a Regents Prep class in that particular subject
- Students strengths and weaknesses will be identified and analyzed and individual student graduation plans will be developed
- Tutoring services will be offered to students before school, during school, after school, on Saturday and during the holiday breaks.
- Mentors will be assigned to work with students identified as not meeting graduation requirements and will continuously track their progress.
- Mock Regents examinations will be administered frequently during the school year leading up to the January 2012 and June 2012 Regents administration's will receive specific feedback regarding their graduation status and progression towards completing graduation

Strategies to increase parental involvement

- As outlined in the PIP provided on pages 11 through 15 in this CEP.
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Strategies for attracting Highly Qualified Teachers (HQT)

All vacancies are declared and posted in Open Market and Open Hire with the Human Resource partner. We have College partnerships with Hostos, City College, and Lehman College to work with and hire student teachers. Additionally we have established buddy teams for teachers who are new to the New York City school system. Cluster 2 also provides additional support for newly hired staff assigned to our school

Service and program coordination

Budget and resources alignment

- The fiscal resources that will support the actions/strategies/activities described in this action plan are Title I SWP (School Success Grant) to supplement the cost of Credit Accumulation courses and the Saturday tutoring program. This funding will help to provide Regents tutoring to at-risk students in preparation for the January and June 2012 Regents examination. In addition, we will be using Fair Student Funding, Title I, and Title III LEP. The salary of two of our Assistant Principals are supplemented by Title I funding. These administrators have provided ongoing professional development to the staff on student engagement, differentiation instruction, curriculum mapping and team building .

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, all students including subgroups will demonstrate progress towards achieving state standards as measured by a 20% and student increase in Black, Hispanic and economically disadvantaged students scoring at a level of 75% on the ELA and Math Regents.

Comprehensive needs assessment

- According to the JIT, QR, Progress Report, the AOR and the June Regents results, there is a need to meet various AYP goals for the 2011/12 school year.

Instructional strategies/activities

Within a year, highly qualified teachers will conduct all regents prep classes using old ELA Regent exams as follows: A. Mock exams prior to the January and June 2011 ELA Regents and pre-assessment data as revealed from September's formative Regents assessment. B. Periodic Assessment (including Acuity). Each assessment highlights elements of the ELA Regents. Within a year, utilizing data from prior ELA Regents, teachers will specifically support Seniors in 7R and 8R ELA classes utilizing results from eleventh grade summative ELA Regents assessment to respond to specific strength and weaknesses of the individual student.

Strategies to increase parental involvement tagged students scoring at a level of 65 +

- As outlined in the PIP provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

All vacancies are declared and posted in Open Market and Open Hire with the Human Resource partner. We have College partnerships with Hostos, City College, and Lehman College to work with and hire student teachers. Additionally we have established buddy teams for teachers who are new to the New York City school system. Cluster 2 also provides additional support for newly hired staff assigned to our school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- The fiscal resources that will support the actions/strategies/activities described in this action plan are Title I SWP (School Success Grant) to supplement the cost of Credit Accumulation courses and the Saturday tutoring program. This funding will help to provide Regents tutoring to at-risk students in preparation for the January and June 2012 Regents examination. In addition, we will be using Fair Student Funding, Title I, and Title III LEP.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, the number of all students and in each subgroup meeting college requirements for acceptance will increase by 10% as measured by the number of credits accumulated and by an SAT score of 1000.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Exposure to College Campuses, Peer Counseling, ACT & SAT/Prep Classes, Staff/ Parental Communication in the college process.
 - b) ACT & SAT Prep Classes from highly qualified teachers who have volunteered to teach the class. College and Career Office personnel in conjunction with Parent Association, College Summit an organization that trains peer counselors and NYU Upward Bound Program serving primarily students with disabilities
 - c) This activity is SLT/PA/Teacher and partner driven activity.
 - d) By the 2012 -2013 this process will be made available to all 9-12 students
 - e) College information and resources are made available to all students by college personnel
 - f) Financial Aid workshops conducted by college personnel
 - g) College information night arranged and supported by the SLT/PTA
 - h) Small Group College Information sessions scheduled and conducted by CUNY, SUNY, NYU and private college representatives

Strategies to increase parental involvement

- As outlined in the PIP provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- All vacancies are declared and posted in Open Market and Open Hire with the Human Resource partner. We have College partnerships with Hostos, City College, and Lehman College to work with and hire student teachers. Additionally we have established buddy teams for teachers who are new to the New York City school system. Cluster 2 also provides additional support for newly hired staff assigned to our school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- The fiscal resources that will support the actions/strategies /activities described in this action plan are Title I SWP (School Success Grant) to supplement the cost of College Summit, which has provided college and career readiness training and support to our students beginning in July 2011. In addition, we will be using Fair Student Funding, and Title III LEP.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, students will demonstrate progress towards achieving state standards as measured by a 20% increase in all students subgroups and Black, Hispanic and economically disadvantaged students scoring at a level of 65% on the Global and U.S. History Regents

Comprehensive needs assessment

- According to the JIT, QR, Progress Report and AOR, and the June Regents results there is a need to meet various AYP goals for the the 2011-2012 school year

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Practicing habits of proficient readers within all content areas in order to help students navigate and comprehend informational text.
 - b) All staff.
 - c) Grade level teacher teams meet on a weekly basis to review student responses to document based questions, trends are noted and instruction is shaped to meet student needs. In addition, students take a Regents baseline assessment to identify specific short answer and essay needs during the first marking period of each new semester. Teacher teams evaluate responses and identify specific student writing needs. Two more Regents based assessments are administered during each semester and teachers shape classroom instruction based on the test data to help students address reading and writing needs of the exam. In addition, ELA and social studies curriculum are aligned to provide students with multiple opportunities to explore and respond to informational text and literature related to Global and U.S. history themes and content. Finally, teachers in every content area are providing students with opportunities to practice reading and writing skills associated with reading and responding to informational text, and they are providing students with specific opportunities to explore global and U.S. regents text each Tuesday and Thursday through the school's "Drop Everything and Read and Respond to Social Studies Text" initiative which is completed during third period instructional time.

Strategies to increase parental involvement

- As outlined in the PIP provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By January a comprehensive Professional Development plan that spans January –June 2012 will be generated to support Assistant Principals and teachers. The plan will focus on integrated Co-Teaching (ICT) models, Differentiated Instruction, teaching strategies for English Language Learners (ELLs), students with disabilities (SWDs) and using data to inform pedagogical decisions.

Comprehensive needs assessment

- According to the Joint Intervention Team (JIT) the current Professional Development plan in place at the school does not target program inadequacies, improve pedagogy and meet student achievement needs.

Instructional strategies/activities

- Provide Professional Development to teachers on analyzing student data, integrated Co-Teachers modules and reading comprehension strategies for ELL
- Assistant Principals and teachers will develop individualized professional development plans that aligned to the schools goals
- Professional Development participants will model strategies gleaned from session for their colleagues.
- Assistant Principals will monitor attendance at all professional development session
- Assistant Principals will look for evidence of the teaching and learning strategies studied in professional developments session during the building walk-through.
- Cycles of teacher intervisitation will be implemented
- Teachers will engage in lesson study.
- Administrators will provide actionable feed back to teachers based on low-inference evidence gathered during walk-through and classroom visits
- Develop curriculum maps for all content areas, outlines specific modification for SWD's and ELLS

Strategies to increase parental involvement

- As outlined in the PIP provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- All vacancies are declared posted in Open Market and Open Hire with the Human Resource partner. We have College partnerships with Hostos, City College, and Lehman College to work with and hire student teachers. Additionally we have established buddy teams for teachers who are new to the New York City school system and Cluster 2 also provides additional support for newly hired staff assigned to our school

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- The fiscal resources that will support the actions/strategies/activities described in this action plan are Title I SWP (School Success Grant) to supplement the cost of professional development for administrative cabinet and the staff. In addition, we will be using Fair Student Funding, Title I, and Title III LEP.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	62	41						
10			16	0	83	0	2	0
11			20	70	47	0	4	0
12			66	155	215	0	7	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	
Mathematics	<p>The advantage 1200 data analysis tools identify weakness in content strands for students. Teachers are involved in goal setting for individual students. This enables targeted instruction through differentiated instruction and timely and effective feedback of the evaluative process. This session is conducted in small groups (5-10) students for a forty-five minute period, by experienced and maximum tenured teachers during regular school hours. The program is supported by the infusion of technology based instruction on mobile laptops using the Carnegie learning systems. Smart Board technology and TI Navigator instant evaluative tools.</p> <p>Mathematics department tutoring Center: Teachers volunteer their lunch or prep period to provide one-on-one help for students who fell in the range of 55-64 on their June Regents Examination. Each session is conducted in small groups (5-10) students with a minimum of two teachers. Students have the opportunity to receive periods for 2 to 4 days a week during regular school day and after school. The Saturday tutoring School runs for 3 hours for 2 distinct croups of students. Credit accumulation received during PM during the school day, after school and on Saturdays. Also Peer tutoring is provided by students from the National Honor Society. Access to academic learning software is provided.</p>
Science	<p>The advantage 1200 data analysis tools identify weakness in content strands for students. Teachers are involved in goal setting for individual students. This enables targeted instruction through differentiated instruction and timely and effective feedback of the evaluative process. This session is conducted in small groups of five to ten students for a forty-five minute period, by experienced and</p>

	maximum tenured teachers during regular school hours.
Social Studies	
At-risk Services provided by the Guidance Counselor	<p>Counselors monitor students' academic progress each marking period by:</p> <ul style="list-style-type: none"> * Asking parent via a letter to meet with them to discuss lack of progress * Mapping out on a Diploma Requirement Work Sheet for students and their * Parents which classes and tests have been passed and/or must be passed in order to graduate. * Discussion at weekly Student Support meetings and SLC meetings the status of students with poor attendance and interventions that have been implemented. * Visiting shops each semester to review students' current transcripts, * Diploma Requirement Work Sheet, and graduation requirements
At-risk Services provided by the School Psychologist	The Psychologist provides no direct services to student on a routine basis, however, she is available for students in crisis and consultation with parents and staff.
At-risk Services provided by the Social Worker	Students are referred to the Social Worker via a referral from with approval from the Assistant Principal Guidance.
At-risk Health-related Services	There is an on-site registered nurse at the school as well as a nurse's aide. They are readily available and prepared for any immediate health related issue. There is a Substance Abuse and Prevention Intervention Specialist(SAPIS) on site as well

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 07x600 School Name: Alfred E. Smith CTE High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - (A) According to the Joint Intervention Team (JIT), the Professional Development Plan in place at the school did not target program inadequacies, improve pedagogy and meet student achievement needs.
 - (B) The JIT also concluded that classroom lessons were not aligned to NYS Standards and the Standards do not form the basis for instruction.
 - (C) According to the 2010-2011 Progress Report, only 34% of our students in the lowest ½ earned 10 or more credits in the third year.
 - (D) An evaluation of our Learning Environment Survey showed a immense lack of parental involvement as evidenced by the 15% parent completion rate. The JIT report determined that the school needed to establish structures for an effective School Leadership Team and enhance parental involvement in the decision-making process.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - (A) The Administrative Cabinet has outlined a professional development plan that is designed to support teachers and enhance student achievement. APs will consistently look for evidence of the teaching and learning strategies that have been targeted by the school for implementation during low-inference and formal observations. APs and teachers will receive ongoing professional develop on working with Students with Disabilities, ELLs, and developing effectively CTT classes during weekly PD sessions, as well as content area and faculty conferences.
 - (B) Teachers will develop curriculum maps across disciplines in their teacher teams and align lessons and standards to the NYS Standards and the CCLS. Each team will establish clear protocols and expectations for conducting these meetings. Teachers have begun to create rubrics and action plans that enable them to provide students with feedback to improving learning outcomes.
 - (C) Our network has provided us with an instructional support team to assist our professional development efforts. The focus will be on collaborative teams and utilizing the inquiry cycle to improve instructional practices. Ongoing monitoring will enable us to determine the effectiveness of this professional develop and help us to develop benchmarks to improve academic results.
 - (D) The Administration has provided parents and students with a calendar of events and important dates through the school and the parent newsletters, via email, phone, messenger system and correspondences sent to the home. Informal surveys have been submitted to parents to gage their needs and create a plan of action to improve

support to families and include these items on the agenda for future meetings. Guidance Counselors will provide ongoing communication to parents regarding diploma requirements. The Guidance Counselors will also attend the weekly team meetings to provide the instructional teams with information regarding student progress and discuss any pertinent issues that may be affecting their progress.

- (E) The administrative cabinet will develop a schedule of low-inference observations. A Feedback form has been devised to provide teachers with meaningful feedback and a rubric to assess their growth. The Charlotte Danielson framework will be utilized to help us to plan future professional development sessions.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

We will utilize 10% of our Title I funds to provide professional development for our staff in working with Students with Disabilities, ELLs, and the lowest third population. In addition, selected staff members will receive training in working with boys of color and instructional strategies to enhance student outcomes.

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

Teachers will conduct intervisitations of their peers and observe best practices identified throughout the school. Assistant Principals will conduct demonstrative lessons and model lessons to assist teachers in lesson planning and the delivery of instruction. The administrative cabinet will conduct instructional rounds to monitor and revise instructional practices based on observations. We have a comprehensive professional development plan to meet the needs of adult learners in our school. The professional development plan builds capacity within the building, collaborates with our Children First Network (CFN) and encourages teachers to seek additional professional development opportunities.

Our professional development plan addresses the targeted areas outlined in the JIT report and the Quality Review. Weekly professional development sessions will focus on the following areas:

- (A) Smartboard Training
- (B) Charlotte Danielson's Framework Planning and Preparation
- (C) Differentiated Instruction
- (D) Effective Learning Strategies for ELLs
- (E) Using data effectively to impact student outcomes
- (F) The Progress Report- What is it telling us?
- (G) Curriculum Mapping
- (H) Collaborative Assessments
- (I) Understanding the CCLS
- (J) Communicating our work

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.

All parents will receive a letter translated in both English and Spanish, notifying them of the school's SINI status. These notification letters will be "backpacked home" no later than Friday, January 6, 2011.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Amundsen /Jayne Godlewski	District 07	Borough Bronx	School Number 600
School Name Alfred E. Smith CTE High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Rene Cassanova	Assistant Principal Edward Meade
Coach type here	Coach type here
ESL Teacher Phedra Martin	Guidance Counselor Laraine Silva
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Nilsa Delgado
Related Service Provider type here	Other Nuris Pimentel
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	754	Total Number of ELLs	78	ELLs as share of total student population (%)	10.34%
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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.
5. 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.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. Initial identification of possible ELLs is conducted by our members of the ESL Team. Assistant Principal, Ms. Griffin and Ms. Pimintel or Ms. Silva (guidance counselors) and/ or our licensed ESL teacher conduct an informal, oral interview with both the parent/guardian and student to assess language needs. The HLIS is administered, and based upon the completion of the document and interview, the LAB-R may be administered to the student for a formal assessment. Parents receive information in English and their native language during the initial intake process. Students are provided with the LAB-R within ten days of entering school. The LAB-R is administered by a licensed pedagogue. If the student does not pass the LAB-R, he/she is programmed for either the bilingual program or ESL. If a student does not speak English, the student is provided with a Spanish LAB-R. The Spanish LAB-R is given by our Native Language Arts teacher or a trained pedagogue and Spanish speaking para-professional. The NYSESLAT is administered in the Spring to determine if the students are considered proficient and no longer eligible for services. The student is provided with all four components of the NYSESLAT as per the instructional timeline indicated in the NYSESLAT administration instructions. The RLAT (NYSESLAT Exam History Report) and RNMR in ATS is used to annually evaluate ELL achievement in NYSESLAT.
2. Alfred E. Smith CTE High School offers a transitional bilingual and ESL program. Parents are made aware of the school's programs through the NYC DOE High School Directory, the High School Placement Office and interviews with the above mentioned school personnel in August and September (upon student registration).
3. The school's parent coordinator, Nilsa Delgado, ensures that the entitlement letters are distributed within the first ten days of the school year. Parents are made aware of the programs before their child is registered. The letters are kept on file. Parents go to the Parent Coordinator's Office office to view a video regarding parent choice and review the content of the letters for an explanation and/ or translation; they complete the survey and take Program Selection Form letters to the Guidance Counselors where the appropriate steps are taken by honoring the parent's choice and or their decisions. Records of these processes are kept inside the student's records within the guidance offices.
4. Students identified as an English Language Learner are placed in the appropriate periods of ESL based on either their NYSESLAT or LAB-R scores. Parent coordinator, Nilsa Delgado, sends placement letters in English and Spanish based upon appropriate placement data. Parents are notified if bilingual program is available (if requested by parent) 30 or more students request the service. All documentation is provided in Spanish and English and it is store in the parent coordinator's file. Trends in parent choice reveal preference toward ESL instruction.
5. Although Alfred E. Smith CTE High School offers both ESL and transitional bilingual programs, at the present time, only the parents of students at the beginner level have requested the TBE program. Trends indicate that parents select ESL programs, and In the past, parents opted out of bilingual programs with letters. For example, 6 parents wrote letters requesting a change from bi-lingual to ESL instruction during the 2010-11 school year.
6. Yes, program models are aligend with parent choice. We will continue to address parent choice and notify parents of program offerings.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										9				9
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained											14	27	28	69
Push-In														0
Total	0	0	0	0	0	0	0	0	0	9	14	27	28	78

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	17
SIFE	0	ELLs receiving service 4-6 years	37
		Special Education	32
		Long-Term (completed 6 years)	24

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	9		3							9
Dual Language										0
ESL	41		16	28		13				69
Total	50	0	19	28	0	13	0	0	0	78

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										9				9
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
TOTAL	0	9	0	0	0	9								

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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

**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
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	14	27	28	78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	9	14	27	28	78

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. The school's Esl Program is departmentalized.

1b. The ESL program model is ungraded and homogeneous.

2. The mandated number of instructional minutes are created by the school's programming officer. The mandated minutes are based upon the students' NYSESLAT or LAB-R scores. Beginners receive 540 minutes, Intermediates receive 360 instructional minutes, and Advanced students receive 180 instructional minutes as per CR Part 154.

2a. ESL instructional minutes are delivered to students based upon the proficiency level of each student. Beginners are offered 3 periods of ESL instruction per day. Intermediate students receives 2 periods of ESL instruction per day. Advanced students receive 1 period of ESL instruction per day as well as 1 period of ELA instruction per day. Instructional minutes for ELA and NLA classes are 43 minutes per class session.

3. Content-area instruction is also departmentalized. Instruction is delivered both in English and Spanish. ESL classes, and ELA classes are delivered in English, NLA classes are delivered in Spanish. Bilingual paraprofessionals provide NLA support in all classes.

4. ELLs are appropriately evaluated in their native language through the administering of the Spanish Lab-r, Spanish Regents, Ongoing assessments within the Bilingual classes. ELLs are also offer the choice of taking any of the NY state Regents in their native language.

5. Instruction for the ELL subgroups are differentiate based upon the input of students' IEPs, Reading and Writing Levels as indicated on the NYSESLAT data.

5a. Our instructional plans for SIFE students are that students will be provided with a Bilingual Paraprofessional to help assist students within the classes. After-school tutoring and Saturday tutoring will also be offered to students. Our after-school and Saturday program will focus on developing the four components of language development {Listening, speaking, reading and writing} at the same time through different teaching strategies.

5b. Our school provides additional support for newcomers through the use of our tutoring programs, Bilingual paraprofessionals, small group setting. Students will also be prepared for the ELA exams through rigorous instruction both in their ESL and ELA classes.

5c/d. ELL students receiving service for a period of 4-6 years will also be provided with support through the use of a Bilingual paraprofessional, small group setting, tutoring services, all IEP mandates will also be implemented to ensure the progress of students.

6. Teachers utilize tier1-111 vocabulary lists to address students' understanding of academic vocabulary as well as content specific vocabulary. Teachers utilize editing and revising strategies to help students create multiple drafts of assessments. In addition, another strategy is to provide specific feedback with rubrics to help students language skills as outline in the NYSCCLS. These, in addition to scaffolding strategies provide students with opportunities to accelerate English Language development.

7. Our school meets the diverse needs of ELLs within the least restrictive environment by providing them with opportunities in trades classes and content area classes.

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:	3		
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

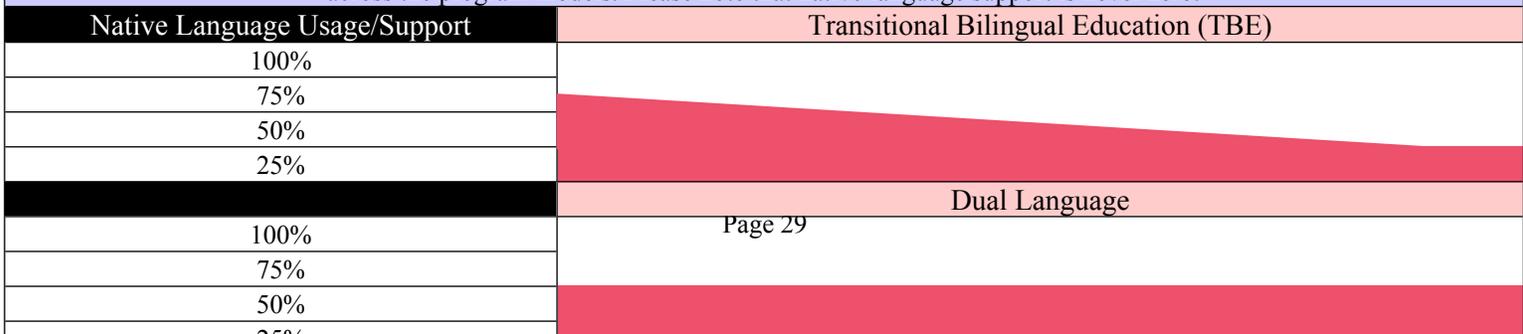
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

8. The intervention programs for ELLs in ELA, math and the other content areas take place during the school day and after-school. ELLs are provided with additional push-in support in their content area classes above their required minutes of ESL instruction, and paraprofessional support is provided in their content area classes as well. In addition, the school has a Title III program that begins before the students' school and after school. The primary focus of the Title III program is the writing workshop, which addresses content-area writing across the content-areas.

9. ELL students reaching proficiency on the NYSESLAT are provided with continuing support for a period of 2 years with tutoring services, the support of Bilingual paraprofessionals within content-area classes, Mandated IEP modifications, and small group settings. Our school is currently designing a "Bridge" program for students who have both reached proficiency and who still require ESL services. The Bridge program will prepare students for their content area classes the following year.

10. Improvements that will be considered for the new school year will be to improve the attendance of all of our ELLs on a daily basis. Also more parental involvement in our ELL workshops.

11. None of our current programs or services will be discontinued.

12. ELLs are afforded equal access to all programs through the use of Bilingual counselors, posters, flyers, daily announcements, letters mailed home to parents both in English and Spanish. Our After-school programs are held 4 days a week which are, Monday, Tuesday and Wednesday from 3:30pm to 5:30 pm for 2 hours and then on Saturdays for 3 hours from 9am- 12pm. The focus is on the development of students' reading and writing skills through different ESL strategies.

13. Instructional materials for ELLs include a variety of fictional, non-fictional novels, biographical and autobiographical novels/book;supplemental workbooks that focus on grammar and essay structure; and newspapers to focus on current events throughout the world.

14. Native language is supported in our ESL and NLA classes through the use of different types of Literature both in English and Spanish. Multicultural settings within both the ESL and NLA classes. Bilingual paraprofessional are present within the classrooms to help support students. Instruction is also provided in Spanish as needed.

15. Required services and resources do correspond to ELLs' ages and grade levels as per the CR154 regulations, NYSESLAT scores, and IEP modifications and mandates.

16. Before the beginning of the school year, the school has implemented a Bridge program for newly enrolled ELL students. The program begins July 5th and students attend four days a week, five hours a day for approximately four weeks. Students are given the opportunity to visit different museums, libraries, parks, throughout the different boros to learn about different cultures that exists. students are given the opportunity to write about their visits on a daily basis. The bridge program provides instruction in the following content areas, ESL, ELA, Math, and a trade area.

17. The only language elective offered to ELLs and all other students is spanish.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?

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.

1. All staff at the school are provided with the opportunity to attend professional development activities/conferences offered by NYSED and the NYC DOE. In addition, staff is offered professional development at the school through weekly team meetings, and designated PD days.

2. Staff is provided with PD regarding tier words to help them present content specific vocabulary as well as academic language.

3. As stated above, all staff receives the minimum 7.5 hours of ELL training through the school's professional development weekly team meetings and designated PD days, as well as conferences/workshops provided by NYSED and the NYC DOE. All teachers have received PD regarding research based instructional strategies that were offered by the Office of English Language Learners Division of Students with Disabilities and ELLs. The following PDs have been provided to staff members: Dr. Kate Kinsell - Structured Discussion with ELLS; Dr. Miriam Metz - The Language of Academics, Utilizing Academic Language for ELLs; Dr. David Freeman - Academic Language for ELLs Across Content Areas. Mr. Meade will continue to address these strategies in weekly teacher team meetings and PD days. In addition to the above mentioned PDs, teachers received a PD from our former ESL Coordinator entitled Second Language Acquisition: Strategies and Differentiation to help ELLs in Content Area Classes. The name of teachers and their attendance at each PD is maintained in our school's PD File.

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?

1-We have an open policy for parent involvement in the school in which we welcome and encourage parents to volunteer within the school building. The parent volunteer must understand that if they are to volunteer in the areas where there are students, parents must be fingerprinted prior to their volunteering time. We also invite parents to attend and or participate in special events and / or celebrations that are given to student's progress and good attendance, we encourage parents to attend the Parent's Association Meetings, SLT Meetings, IEP Consultations, Parent Teachers Conferences, on going communication with Guidance Counselors, walk-in visits to the Parent Coordinators office to voice any concerns or needs, and to attend other committees where parents are asked to be involved in order to have a voice to questions and / or solutions. We offer translation services to the non-English speaking parents in their own native language during attendance to these meetings.

2- The SES Tutoring Programs, are available at this school. These programs target the students that are struggling with subject classes and / or language difficulties, (ELL students). These programs are chosen by the parents through a booklet given along with the application, according to the needs of their child. An explanation to these services is offered to the parents in their native language whether is through phone consultations, office visits, parent's meetings and letters. The student or the parent is to return the application, signed by the parent, to the school parent coordinator where it can be labeled with the school information; then, the application is sent to the chosen SES provider for processing. Another Community Based Organization that has offered and still offering services to our school is the "Neighborhood & Family Health Center" located at 324 East 149th Street. This Center has focused on the needs of our hispanics and the non-hispanics population by offering them health services, counseling, family crisis intervention, young mother's group sessions, HIV testing, and workshops in various areas, depending on the needs of the family, also in their native language.

Citizens Advise Bureau, 399 E. 149th Street, which offer our parents with job search & placement services, ESL Programs, Social Services referrals, Services for the Homeless, among many more. SOBRO, 555 Bergen Ave. offers GED Programs in Spanish and in English for the youth as well as their adult families, Harlem Commonwealth Council, Inc. offers Adult Basic Education, Pre-GED, reading and writing skills Development in all languages. FECS, 412-424 E. 147th Street, Free services for Bronx Residences only, job placements, Education and Youth Services, free workshops on family issues and needs, translations are always provided; Grace Outreach, 378 E. 151st Street, offers free GED preparation for women only, and Good Shepherd Services, 1995 Jerome Ave., offers residential services, mentors for the youth, and much more to our students and their families.

3- I evaluate the needs of the parents through: their personal informational survey, monthly parents meetings, phone calls, home visits, walk-in office conferences, and letters.

4- The parental involvement activities addresses the needs or requests of the parents through: parent needs related workshops, Parent Association's meetings, SLT meetings, family's word of mouth and Parent Teacher Conferences.

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?

1-We have an open policy for parent involvement in the school in which we welcome and encourage parents to volunteer within the school building. The parent volunteer must understand that if they are to volunteer in the areas where there are students, parents must be finger printed prior to their volunteering time. We also invite parents to attend and or participate in special events and / or celebrations that are given to student's progress and good attendance, we encourage parents to attend the Parent's Association Meetings, SLT Meetings, IEP Consultations, Parent Teachers Conferences, on going communication with Guidance Counselors, walk-in visits to the Parent Coordinators office to voice any concerns or needs, and to attend other committees where parents are asked to be involved in order to have a voice to questions and / or solutions. We offer translation services to the non-English speaking parents in their own native language during attendance to these meetings.

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Citizens Advise Bureau, 399 E. 149th Street, which offer our parents with job search & placement services, ESL Programs, Social Services referrals, Services for the Homeless, among many more. SOBRO, 555 Bergen Ave. offers GED Programs in Spanish and in English for the youth as well as their adult families, Harlem Commonwealth Council, Inc. offers Adult Basic Education, Pre-GED, reading and writing skills Development in all languages. FEGS, 412-424 E. 147th Street, Free services for Bronx Residences only, job placements, Education and Youth Services, free workshops on family issues and needs, translations are always provided; Grace Outreach, 378 E. 151st Street, offers free GED preparation for women only, and Good Shepherd Services, 1995 Jerome Ave., offers residential services, mentors for the youth, and much more to our students and their families.

3- I evaluate the needs of the parents through: their personal informational survey, monthly parents meetings, phone calls, home visits, walk-in office conferences, and letters.

4- The parental involvement activities addresses the needs or requests of the parents through: parent needs related workshops, Parent Association's meetings, SLT meetings, family's word of mouth and Parent Teacher Conferences.

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)										2	10	6	1	19
Intermediate(I)										2	3	12	10	27

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										4	1	6	5	16
Total	0	0	0	0	0	0	0	0	0	8	14	24	16	62

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	21		1	
Integrated Algebra	43		18	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	29		9	
Physics				
Global History and Geography	28		4	
US History and Government	19		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Alfred E. Smith CTEHigh School</u>		School DBN: <u>07X600</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rene Cassanova	Principal		10/27/11
Ed Meade	Assistant Principal		10/27/11
Nilsa Delgado	Parent Coordinator		10/27/11
Phedra Martin	ESL Teacher		10/27/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Laraine Silva	Guidance Counselor		10/27/11
	Network Leader		1/1/01
Nuris Pimentel	Other <u>Guidance Counselor</u>		10/27/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

The methodologies used to assess the school written translation and oral interpretation needs to the non-english speaking parents is as follow: A questionnaire / survey is given to the parents in two languages, English and in Spanish in the beginning of the school year. These surveys help the school staff understand and assist parent in a proper manner. We conduct monthly meetings for parents and other meetings where parents also take part; parent association meetings, SLT/ CEP meetings, special needs assessments conferences, workshops, etc., at these meetings we provide translation / interpretation services within the parents home language, weather is from in-school based translators, (Parent Coordinator, Parent Volunteer) or outside translation / interpretation services. All of our parents, the English language speakers and the non-English language speakers, receive school Title I and Title III and other services information within their home language so that they can be well informed of the services that their children are entitle to receive..

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

The major findings of our school written translation and oral interpretation is that our parents feel comfortable at the meetings, they are able to understand everything that's going on at the meetings and also have the opportunity to have a voice and be part of the decision making whenever is nescessary. They have verbally expressed the knowledge and understanding they have acquired within their home language, through these services.

Part B: Strategies and Activities

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

The school identifies the language needs of parents and of parents of students in the ELL Program by, the used of a Survey where the parent give personal information about the child and / or the family. For Example; The Survey is a questionnaire about the family primary language, choice of sending information to the family, (letter, e-mail, phone call, etc.) volunteering time and date if any, preference of meetings times and dates, etc., also the type of workshops they need or prefer in which will be offered in their home language as well..

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school's staff already knows the parents they serve. Therefore, accomodations had been made for the non-English speaking parents prior to the meeting or the event. The Parent Coordinator is bilingual and often translates all the materials in a written form and verbally. In the event that the Parent Coordinator could not be present, a parent volunteer is requested or we make arrangements with the Translation & Interpretation Unit. They will gather all the information they need and service us on the day of the event.

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

The school will fulfill its obligation, according to Section VII of Chancellor's Regulations A-663 by primarily, providing the parents with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding the translation and interpretation services. The school has a poster where is visible for all parents coming into the school, that indicate the availability of interpretation services within their home language. Parents have the right to choose the translation services at our school by choosing to get a person (friend, companion, or relative) for language assistance other than the one we can provide through the school or the translation and interpretation unit.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: ALFRED E. SMITH CTE H.S	DBN: X600
Cluster Leader:	Network Leader:
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL instruction is provided in a free standing ESL program emphasizing English language acquisition. ESL students receive instruction in English using ESL methodologies and literacy practices. Each class provides a differentiated project-based approach - Whole Group, Small group and individualized instruction. Alfred E. Smith Supplemental instructional program for our LEP students are as follows: After-School tutoring: Three days a week, Monday, Tuesday, and Wednesday which will meet at 3:00pm -5:00pm. The after-school program will begin October 10th 2011 and end June 6th 2012. Our a Saturday Tutoring Program : 9am - 12pm begins October 8th 2011 and ends June 9th 2012. The after-school program focuses on the development of language skills(Listening, speaking, reading and writing). Our Saturday program will focus on preparation for all of the Regent exams. Instruction will be given in English and modified with native language when/ where applicable to support student learning. Instruction will be provided by a certified ESL teacher.

Part C: Professional Development

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

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

Begin description here: The regional office will provide staff development workshops for teachers and other staff members responsible for the delivery of instruction and services for our LEP students as well as in-house workshops, intervisitation with ESL teachers and other content area teachers. The following dates are for the upcoming professional development workshops: 01/10/2012, 02/07/2012,03/06/2012 04/03/2012 and 05/01/2012. Ms. Martin, Ms. Ortiz,and Mr.Meade will attend the professional development workshops. Fay Pallen of NYC Board of Ed is the provider of the workshops.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: PTA meetings and orientation meetings provide the opportunity for parents/guardians to receive materials about our LEP program. Parents/Guardians are invited to attend a meeting prior to the administration of standardized examinations. Parents are encouraged to visit classes, translators are provided.

Parental Workshops are also provided - Fall Semester and Spring Semester. 11/18/2012, 12/20/2012, 03/15/2012, and 05/18/2012. Each workshop will be scheduled for two hours. The topics that will be covered are as followed: (a) Attendance issues (2) Graduation Requirements (3) NYSESLAT, (4) Regent Exams, (5) Parental involvement, (6) role and responsibilities of every staff member pertaining to our ELL population. Parents/Guardians will be notified of events through phone call, letters, and home visits. Information will be provided both in English and the Native language of parents/guardians and students. Our parental workshops will be conducted by Ms. Martin, Ms. Ortiz, Ms. Delgado, along with the administrators

Part E: Budget

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

Allocation Amount: \$12128

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

Part E: Budget

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

Allocation Amount: \$12128

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		