



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : SAMUEL GOMPERS CTE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07x655

PRINCIPAL: JOYCE MILLS KITTRELL EMAIL: JMILLSKITTRELL@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
JOYCE MILLS KITTRELL	*Principal or Designee	
HELEN RODNEY	*UFT Chapter Leader or Designee	
EVELYN RODRIGUEZ	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
DENZEL GORDON LASHAWNA COLEMAN	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
DENISE COOPER	Member/Teacher	
MARILYN PAEZ	Member/Counselor	
MARIBEL LOPEZ	Member/Parent	
ANA MERCADO	Member/Parent/Title 1 Representative	
PAMELA WINTER	Member/Teacher	
RENEE EDWARDS	Member/Guidance A.P.	
JEWEL SIMMONS	Member/Parent	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, all ninth grade students will show an increase in reading levels by 1 grade level as indicated by The Performance Series Assessment, Achieve 3000.

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.
- Using ARIS as our link for eight grade comprehension analysis, we have identified 53% percent of the ninth grade population who are overage and have tested below the overall population.

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) strategies/activities that encompass the needs of identified student subgroups,
Strategies will include vocabulary, compare/contrast, summarizing and note-taking. Teachers will use three media types in the ELL classes to execute content acquisition. Staff workshops executed by the Teacher Center will provide support for classroom instruction; modified worksheets and handouts to include literacy development and implementation. The information regarding these students will be discussed interdisciplinary when appropriate. Teachers will apply the Common Core Standards in each lesson where possible, including the appropriate strand for the ninth-eleventh band.
 - b) staff and other resources used to implement these strategies/activities,
Ninth Grade ELA team, ELL and Special Education faculty. In addition, we will use Achieve 3000 software application.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 1. Student work analysis in content specific common planning discussions.
 2. Grade level data inquiry team initiative
 3. Using project-based activities, teacher-made tests, and analysis of informational texts.
 - d) Timeline for implementation.
December 2011- June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
- The parent coordinator will conduct monthly workshops to train parents on the use of Achieve 3000 software application to access their child's individual progress.
- Bi-monthly workshops for parents on the use of Aris and The Performance Series.
- The impact will be discussed with The Student Leadership Team and Parents Association.
- The Progress Report of the students will be discussed with the parents during IEP meetings and other parental meetings.

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.
- Over 95% of general education ELA and ESL teachers are Highly Qualified as defined by NCLB. For teachers of ELA/Special Education students who are not Highly Qualified as defined by NCLB, Title I funding will be scheduled to provide reimbursement for course work conducted to these teachers to become highly qualified.

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.
- "Contract for Excellence", to support math teachers in instruction.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Parent Involvement ,Title 1 Funding, 10% Fair Student Funding

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, 48 senior students identified as performing on Level 2 and another 46 students newly identified as Level 1 students will exhibit an increase of 5% on the NYS Integrated Algebra Regents exam.

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.
- The Effective AMO (Annual Measurable Objectives) required for the 2011-2012 school year is 100.84 points and this will require the goal stated above and a specific plan of intervention both during school time and after school to achieve this objective.

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) strategies/activities that encompass the needs of identified student subgroups,
Differentiation between relevant and irrelevant information, compare/contrast and summarization. Teachers will have ongoing vocabulary building in each class aligned with the Common Core Standards in math and literacy.
 - b) staff and other resources used to implement these strategies/activities,
All math teachers, data inquiry team for math special education and ELL push-in teachers. In addition periodic use of Achieve 3000 software application and performance series assessments. Math teachers and science teachers working with the same students will discuss strategies that will assist students' learning of the math concepts in departmental meetings. Chemistry teachers will keep math teachers abreast of any mathematical barriers reached in chemistry and strategies that may best assist students' acquisition of math. Teachers will discuss best practices that work with student retention of content.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Evaluation of student work in common planning sessions and data inquiry special education math team.

d) Timeline for implementation.
December 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 17 through 21 in this CEP.
 - 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;
 - 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;

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 become highly qualified, in order to achieve this goal.
- Except for one special education teacher, all other teachers in the math department are highly qualified as defined by NCLB. Due to our increasing population of Students with Disabilities, the school leadership will continue to recruit teachers who are dually certified in Special Education and Math.
- The UFT main offices will give union support for certification and these supports will be posted and maintained by the UFT chapter leader; National Board Certification, Professional Certification and upward mobility certification.

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.

- Title IIB provides funding for math/science teachers for the following;
Per Diem Coverage.
Preparation Coverage's for Professional Development.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, given specific supports, such as after-school academies, and addressing the needs of targeted sub-groups, such as special education and ELL students, the graduation rate will increase to 60%, as indicated by meeting the NYS criteria for graduation, including credit accumulation and successful Performance on NYS Regents exams.

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.
- Using tools such as NY Start, Aris, Skedula, and NYSESLAT to monitor students who have not met State Standard.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Strategies to meet Goals

- Forming graduation committee for Cohort N.
- Committee will assess targeted groups by analyzing Reports using ATS and Skedula.
- Subgroups will be formed within the graduation committee, i.e., special needs, ELLS, attendance.
- Committee will meet monthly until June to measure and evaluate all aspects of Cohort N. The Committee will consist of Assistant Principals, Senior Advisor, senior teachers, and the Principal.
- The Committee will analyze grades for each marking period for Cohort N.
- Senior teachers will be given research based strategies to use for AIS in classes.

- Failing students will be referred to the G-House Academy of Excellence on Saturdays, and after school programs.
- The Committee will use strategies outlined in PIP to engage parents as well.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 17 through 21 in this CEP.
 - monitor student's attendance and ensure that student arrives to school on time as well as follow the appropriate procedures to inform the school when student is absent;
 - check and assist student in completing homework tasks, when necessary;
 - communicate with student's teacher about educational needs and stay informed about the student's education by prompting reading and responding to all notices received from the school or district;
 - 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;
 - share responsibility for the improved academic achievement of the student;

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 become highly qualified, in order to achieve this goal.
- Except for one special education teacher, all other teachers in the math department are highly qualified as defined by NCLB. Due to our increasing population of Students with Disabilities, the school leadership will continue to recruit teachers who are dually certified in Special Education and Math.
- The UFT main offices will give union support for certification and these supports will be posted and maintained by the UFT chapter leader; National Board Certification, Professional Certification and upward mobility certification.

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

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title1, FSG, IDEA IEP, and Title III.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Given structured literacy interventions, such as Achieve 3000, by June 2012, the Lexile scores of special education students will show an increase of 20%

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.
- A reading bench mark was created for all the ninth and 10th grade students using the Scranton's Performance Series Software. The majority of students were assessed as being at Risk for Reading. The average ELA score on the 8th grade proficiency test for the ninth and 10th grade students were 2.4 and 2.6 respectively which indicates that there are performing below grade level.

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) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

The Achieve 3000 software a web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests will be utilized as the main instructional reading tool. It offers the following: **ONE** high interest topic for the entire class, scientifically matched to each student's individual Lexile™ reading level, **ONE-ON-ONE** support uses technology to help each student progress towards reading and writing proficiency and **ONE** click reporting and management allow teachers to use performance data to inform instruction.

This software is especially suited for the Special Education students as it encompasses all learning profiles, including audio and Spanish-language support, as well as ability-appropriate fonts and colors. What's more, Achieve3000 is continually self-adjusting — it assesses student performance and re-adjusts learning levels and assignments as students make progress, making the significant classroom management challenges your teachers face far more manageable. And the solution uses the same assignments and activities for all students, promoting equity and collaboration among students of varying abilities.

Evidence of achievement will be determined by periodic assessments, specifically the Performance Series, through the process of Progress Monitoring. Teachers will be included in the planning, implementation, and monitoring to determine the effectiveness of the program. The Inquiry Team comprising primarily of teachers will be the main vehicle through which teachers will participate.

On December 6th, 2011 there will be a full day of Professional Development presented by a Achieve 3000 personnel.

All the resources needed sufficient licenses and adequate numbers of computer lap-tops are already in place. Both the Achieve 3000 and the Performance Series software will be used to monitor the progress of each student. The Achieve 3000 assessment is available on demand while the Performance Series assessment is done every 3 months.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 24 through 29 in this CEP including the following:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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 parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

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 become highly qualified, in order to achieve this goal.
- Except for one special education teacher, all other teachers in the math department are highly qualified as defined by NCLB. Due to our increasing population of Students with Disabilities, the school leadership will continue to recruit teachers who are dually certified in Special Education and Math.
- The UFT main offices will give union support for certification and these supports will be posted and maintained by the UFT chapter leader; National Board Certification, Professional Certification and upward mobility certification.

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.
- IDEA, IEP, PARAPROFESSIONAL, School Base Support Team.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, an effective Progress Monitoring System will indicate an increase of 20% in student performances as evidenced by credit accumulation, class work, standardized exams, and other Summative assessments.

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.
- The Joint Intervention Report identified areas of support around assessments.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The Performance Series which is already in place will be used as formative assessment. It is being used 3 times a year to evaluate students' progress.
- A Workshop on "The Design effective teacher made Unit Tests" will be provided to the Sp. Ed and Math teachers involved in student monitoring.

- A research based grading template has been developed for teachers to track students' progress on the ELA /Math standards.
- The setting of objectives to establish a direction for learning will be one of the main instructional activities used. Once students understand the parameters of an objective, they should brainstorm to determine what they know and what they want to learn. Specific, timely, and regular feedback to students enhances their learning. Also, feedback will include an explanation of why an item is correct or incorrect and be criterion referenced. In other words, students will be taught to decipher where they stand relative to a specific target of knowledge or skill.
- Evidence of achievement will be determined by periodic assessments, specifically the Performance Series Assessment. Teachers will be included in the planning, implementation, and monitoring to determine the effectiveness of the program. The Inquiry Team comprising primarily of teachers will be the main vehicle through which teachers will participate.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 24 through 29 in this CEP.
 - 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;
 - ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
 - arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

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 become highly qualified, in order to achieve this goal.
- Except for one special education teacher, all other teachers in the math department are highly qualified as defined by NCLB. Due to our increasing population of Students with Disabilities, the school leadership will continue to recruit teachers who are dually certified in Special Education and Math.

- The UFT main offices will give union support for certification and these supports will be posted and maintained by the UFT chapter leader; National Board Certification, Professional Certification and upward mobility certification.

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.
- N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

CAREER & TECHNICAL EDUCATION GOAL AND ACTION PLAN: 2011 – 2012

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

- At least 25% of all students will partake in some form of 21st century College and career-ready activities (i.e. certification exams, trips, volunteer opportunities, and/or work-based learning opportunities) by June 2012.

Comprehensive needs assessment

- All students enrolled in CTE schools must partake in 21st Century Employability skills training within their respective career majors.
- Student attainment of certifications in their respective career majors has been at a standstill.

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:
- 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) In-class training and after-school clubs designed to supplement classroom instruction will be included.
 - b) CTE Teachers and administrative staff (Assistant Principal, Work-Based Learning Coordinator) will be involved in this process.
 - c) All teachers who currently teach CTE courses are involved in common planning activities designed to improve their teaching practices, while making necessary adjustments as they arise as a result of the examination of student work. Teachers have been involved in the planning of after school activities designed to increase our 21st century employability skills training and certifications.
 - d) Implementation Timeline: October 2011 – May 2012

Strategies to increase parental involvement

- Parents will be able to partake in workshops related to 21st Century Employability skills so they are kept abreast of curricula offered to their child. These workshops will be held during school, after school, and select weekends.
- Permission slips and information will be distributed at Parent Teacher Conferences and Parent Association meetings.
- Our Parent Coordinator will also be given all pertinent information related to this initiative so she can inform the parent body.
- Our partnership with the Office of Adult and Continuing Education will afford us the opportunity to offer ESL, GED, and CTE courses to parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- All CTE Teachers and our Work-Based Learning Coordinator are Highly Qualified, as they hold the respective license/s required to teach their areas of study.

Service and program coordination

- LEARN Program (Linking Employment and Responsibility Now) is supplemental funding provided for student internships both inside and outside of Gompers High School, directly related to CTE areas of study: Desktop Publishing, CISCO Networking, and Electronics. (i.e. Wildlife Conservation Society {the Bronx Zoo}, Gompers Yearbook Committee, Gompers MOUS Squad.)

Budget and resources alignment

- After School activities and enrichment will be supported with the use of our annual VTEA grant. (Per Session for teachers, supplemental funds for outside partners to deliver enrichment workshops, and required materials/resources are purchased with this grant.)

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	
9		200 students-Saturday-current failing grades	44 Special Education and 34 of the Hispanic Subgroup	212 students-Saturday-current failing grades	47 Special Education and 28 of the ELL subgroup						
10											
11											
12											

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	102	92	203	79	476	N/A-	10	20
10	68	53	148	57	326	N/A	9	11
11	53	37	87	53	230	N/A	10	8
12	30	14	30	27	101	N/A	7	5

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	<p>Offer a placement ESL exam to the incoming freshmen and to use the results for a differentiated scheduling. Responsible: ESL teachers, AP.</p> <p>Give summer assignments to all English students. Responsible: English teachers, AP.</p> <p>Pull-out target students, e.g. particular cohort, at risk of failing. Etc. Responsible: English, ESL teachers, AP- teachers' professional periods will be used for this purpose.</p> <p>Group students that have not passed the ELA Regents to provide targeted instruction, e.g. ELA Regents: Juniors, Seniors. Responsible: English teachers, AP.</p> <p>Supply targeted groups of students with specific instructional/test taking strategies based on the ELA Regents, differentiated instructional materials, and providing small groups or one to one tutoring for those students. Responsible: English, ESL teachers, AP.</p> <p>Before and after school tutoring. Responsible: English, ESL teachers, AP.</p> <p>Saturday tutoring – English, ESL teachers, AP.</p> <p>Offer Saturdays practice Regents/NYSESLAT exams and using the results for differentiated instruction. Responsible: English, ESL teachers, AP.</p> <p>Supply the students with consumable Regent materials, including Amsco and Kaplan materials. Responsible: English Teachers, AP.</p> <p>Implement formative assessment and differentiated instruction in every classroom (Acuity examinations). Responsible: English teachers and AP.</p>
Mathematics	<p>NYS and Common Core Aligned content instruction and practice by teachers</p> <p>Small group, tutoring and Khan Academy</p> <p>Saturday for students currently failing first semester & Monday thru' Friday for students that need NYS Math and Science Regents.</p>
Science	<p>NYS and Common Core Aligned content instruction and practice by teachers</p> <p>Small group, tutoring and Khan Academy</p> <p>Saturday for students currently failing first semester & Monday thru' Friday for students that need NYS Math and Science Regents.</p>

<p>Social Studies</p>	<p>Teachers consistently meet with students during their free periods to assist and tutor. This takes place one on one and in small group sessions. We are implementing the concepts and ideas of the Facing History and History Alive initiatives. We continue to focus on Regents preparation strategies and are experimenting with other techniques to improve scholarship and our pedagogy. We have determined that literacy is the key issue in terms of student achievement and are actively dealing with this barrier.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Saturday and week day tutoring is provided, one-on-one counseling and mentoring is provided. Promotion and graduation in doubt letters are sent home to parents and guardians, Referrals are made to outside agencies or alternative programs. Students are monitored daily for attendance.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Performs initial evaluations, triennial evaluations, and diagnostic testing for proper placement whenever necessary. Performs psycho-educational assessments for placements and modifications.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Counselors refer struggling and unstable students to the Social Worker. Social Worker provides individual and small group sessions for students in crisis or they may offer referral options to outside mental health agencies.</p>
<p>At-risk Health-related Services</p>	<p>Health practitioner monitors all health alerts on initial intake into the school. The Health office also follows up on all health compliance issues by contacting families or refers families to other medical facilities.</p>

**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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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: 07X655

School Name: Samuel Gompers 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) Each academic department will engage in curriculum development activities. Using Atlas Rubicon to support curriculum alignment, teacher teams in the Math and English departments will work collaboratively to create curriculum maps and lesson plans for a variety of learners, aligned to state standards as well as the common core learning standards.

b) Teacher teams will develop common interim assessments that are aligned to the curriculum and learning needs of students. Teacher teams will review data from interim assessments and make adjustments in lesson plans, provide diagnostic feedback to students, and adjust lessons where needed, to meet the learning needs of students.

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) Math and ELA Data-Inquiry Teams will examine student work products, identify deficiencies, and address these deficiencies through AIS (Saturday Program). At-risk students will be referred for tutoring and/or AIS for specific learning needs.

b) Teacher Professional Development will focus on developing effective assessments and implementation of instructional strategies (i.e. vocabulary development, distinguishing between relevant and irrelevant information and note taking.)

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.

10 percent of the Title I funds geared toward professional development will be used to fund the teacher liaison of the UFT teacher center. The center will provide on-going professional development for teachers. Instructional staff will participate in mandated professional development sessions to deepen their understanding of the Common Core Learning Standards

(CCLS) and the analysis of student work. Specifically, participants will participate in 120-minute block PD sessions with a focus on protocols, student work, and designing challenging CCLS tasks.

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

The UFT teacher center liaison will provide mentoring and PD support for new teachers. The principal/supervisors will meet with the teachers regularly to provide feedback on how the mentee is meeting expectations. Mentor will provide support to teacher whose instruction will be assessed using a research-based rubric.

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

Parents will be notified via mass mailing and phone master system. All communication will be available in English and Spanish.

APPROVED: 12-21-11

**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 Charles Amundsen	District 07	Borough Bronx	School Number 655
School Name Samuel Gompers CTE High School			

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

Principal Ms. Joyce Mills-Kittrell	Assistant Principal Ms. Yira Salcedo
Coach Ms. Ollie Fields Thacker	Coach type here
ESL Teacher Leticia Domenech/Aladji Sow	Guidance Counselor Ms. Miguelina Infante/Ms. Paez
Teacher/Subject Area Ms. Alice Soler/History	Parent type here
Teacher/Subject Area Ms. Mildred Alberty/Science	Parent Coordinator Ms. Sandra Generoso
Related Service Provider Mr. Peter Spence, AP SpEd	Other type here
Network Leader Ms. Jayne Godlewski	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	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	1	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	683	Total Number of ELLs	111	ELLs as share of total student population (%)	16.25%
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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. 

1. The Assistant Principal of English As a Second Language reviews the HLIS as well as LAB-R and most current NYSESLAT results to determine the placement and admission into our ELL program. Any new ELL is properly administered the HLIS and LAB-R within the 10 days of entrance into our building. ELLs are evaluated annually with measures from the NYSESLAT and are placed in the appropriate course either Beginner, Intermediate, or Advanced.

2. Parents are first informed by mass mailings and phone master that our school will provide ELL services. Parents are encouraged to attend workshops, via the phone master and mass mailings, informing them of their parental choice of program. A workshop is provided twice a year for the parents to inform them of their child's entitlement in writing and they are given parental option letters. The students also receive copies in their classes and are encouraged to return these forms to the AP/ESL who will make copies and distribute them accordingly. Copies will go to the student's permanent records, one to the office of the AP/ESL and one copy to the parent. This process is ongoing through the year depending on new arrivals.

3. Samuel Gompers CTE High School ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned by having the AP/ESL make follow up phone calls to procure these forms from parents. Teachers and guidance counselors also assist with the collection of these forms.

4. As per state guidelines the criteria used to place current ELLs is the LAB-R and/or NYSESLAT scores from the prior year. Parents are informed via mail and all letters are translated in the parents native language. If no translator is available for a language, we will request a translator from the NYC Department of Education Translation Unit.

5. After reviewing the Parent Survey and Program Selection forms for the past few years it has been the trend not to return these forms. Our school has made constant outreach by calling homes, informing parents by re-sending these letters and providing parental workshops to review these matters. These parents requested our Freestanding: English as a Second Language Program.

6. Yes, our program models offered at our school are aligned with parent requests. ELLs are placed in either self-contained homogenous ESL classes or receive added support in content area classes using and ESL Push-in model.

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
Page 27 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	30	25	26	26	107
Push-In	0	0	0	0	0	0	0	0	0	13	0	2	8	23
Total	0	0	0	0	0	0	0	0	0	43	25	28	34	130

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	43
SIFE	14	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	64

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	5	0	28	5	1	64	4	1	114
Total	22	5	0	28	5	1	64	4	1	114

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	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	0	0	0	0	0	0	0	0	0	38	29	35	32	134
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	1	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	38	30	35	33	136								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Samuel Gompers Career and Technical Education High School offers a freestanding English as a Second Language (ESL) Program. We offer two models: (1) A self-Contained using Homogeneous Grouping based on proficiency level (Per LAB-R and/or NYSESLAT scores); and (2) A push-in model using Heterogenous Grouping in the content areas (History, Math and Science).

2. In a freestanding ESL program (Self-Contained model) students receive all instruction in English. Each student receives the appropriate number of ESL units based on their NYSESLAT score and New York State mandates. For our purposes, Beginner-Level ELLs receive three-47 minute periods per day, Intermmediate-Level ELLs receive two-47 minute per day, and Advanced-Level ELLs receive a single 47-minute period in addition to an English class per day. In a push-in model program students receive all content area instruction in English by the content area teacher and the ESL teacher reinforces academic vocabulary and adapts content knowledge instruction using ESL strategies to maximize the learning experience and academic success of ELLs. The instructional goals of the ESL program is as follows: Provide academic instruction in English using ESL methodologies and instructional strategies; assist students achieve the State's designated level of English proficiency for their grade; and lastly to help each ELL meet or exceed New York State and City standards (Content Performance and Common Core Learning standards).

3. In a freestanding ESL program, Language Arts is taught using ESL and ELA methodologies and content area instruction is in English using ESL strategies. In the Push-in model for Math, Science and History, content area instruction is also delivered in English with the support of the ESL teacher using ESL methodologies. ELLs take a single-47 minute per day of Native Language Arts.

4. During the identification process students are interviewed in English and Spanish. Also, potential ELLs are administered the LAB-R in both English and Spanish. Native Language Arts is taught in Spanish to reinforce NL development and facilitate the process of English language acquisition.

5. Samuel Gompers CTE High School differentiates instruction for various subgroups: New-Commers, SIFE, Advanced ELLs, Long-term ELL, Special Education ELLs, Former ELLs.

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

Long-Term ELLs and SIFE

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

A. Programming and Scheduling Information

ELLs with Special Needs:

Currently, we are working together with Special Education teachers in order to modify their instruction and to meet the unique and individual needs of long-term ELLs and SIFE populations. On a similar front, we would like to offer homogeneous Special Education ESL classes taught exclusively by a Special Education licensed teacher with an enhanced professional development as a means to handle our growing numbers of ELLs and SWDs. Students are monitored by the ESL and Special Education Department staff and IEPs are evaluated with the assistance of the IEP teacher to address students's learning goals and make changes to the instructional program of ELLs and SWDs.

After reading NYSESLAT proficiency, former ELLs are instructed to attend after-school instruction in order to achieve a passing score on the ELA Regents exam. Group counseling is used to make sure that they transition smoothly from ESL to English classes -- we do not want our students to feel alienated or confused. They continue to receive test modifications and language support for at least two years after exiting the program. All teachers, language and content area, guidance counselors and administrators continue to give the maximum amount of support available to our former ELLs.

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

Advanced ELLs:

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

6. Teachers of ELLs use the following materials:

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

Specifically, teachers use the following texts:

My Access Computer Program (Grant provided -- supplementary writing program)

SES: Failure Free Reading (on-line reading program)

North Star: Reading & Writing, Barton and Sardinias -- All levels

Passages, Richards and Sandy, All Levels

Grammar in Context, Elbaum --All Levels

The Oxford Picture Dictionary, Shapiro, Adelson-Goldstein--All Levels

Various Abridged Penguin Classics of Literature (i.e Call of the Wild, Tom Sawyer, Huckleberry Finn, The Five people You Meet in Heaven, When I was Puerto Rican, To Kill a Mockingbird, treasure Island, etc.)

Preparing for the NYSESLAT: Attanasio & Associates

Preparing for the ELA Regents --Amsco

Preparing for the ELA Regents -- Kaplan Summer School Program

7. Teachers of ELLs use the following techniques:

School-Wide initiatives (2011-2012): Teachers will be using writing portfolios and utilizing rubrics to assist students with writing. Teachers are expected to have students identify learning goals and continually assess students during the period as well as before and after units of learning. Mastery teaching/learning is our focus and teachers will reteach material as they see fit to guarantee that each child understands the material. Multiple intelligence theory has been used as each student completed a survey at the beginning of the year to show their preferences. Teachers will use this information to differentiate instruction as well as use information from the ELA and ELL Periodic Assessments via CTB McGraw Hill and Pearson (ELL Assessment) in conjunction with use of ARIS and Acuity to modify instructional materials and provide students with individualized supplementary materials for learning.

A. Programming and Scheduling Information

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

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

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

Beginning: Basic Interpersonal Communication Skills (BICS): Developed by Jim Cummins (1984), BICS is often referred to as "playground English," "survival English" or "surface fluency." It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is often contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on context to aid understanding. As students gain more proficiency, lessons will move toward more demanding cognitive activities.

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

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Success immersion programs provide comprehensible input or understandable messages, through which students acquire the second language as they are learning other academic subjects.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?

- heritage classes

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. Our targeted intervention programs for ELLs include the following:

One targeted approach for helping ELLs is daily small-group instruction for students with similar needs. Gersten and colleagues (2007) point to a growing number of high-quality, randomized control trials (Denton, Anthony, Parker & Hsbrouck, 2004; Gunn, Smolkowski, Biglan & Black, 2002; Vaughn, Mathes, et al., 2006) that show this intervention can produce sustained improvement in student achievement--especially if the groups focus on explicit, interactive instruction in the core areas of literacy. Another targeted intervention program includes identifying students' needs throughout assessment (including screening, benchmark tests, and other forms of ongoing formative assessment) is a crucial component in this process (see Gersten et al., 2007). Teachers assess students frequently to ensure that the instruction they receive is effective and that they move in and out of interventions in an appropriate and timely manner. It's important to keep intervention groups flexible so that students neither struggle with content that is far beyond their instructional level nor get "stuck" in an intervention that teaches skills they have already mastered.

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

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

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

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

13. Our teachers have at their disposal computer labs, portable computer carts with laptops, smartboards, mimios, TVs/DVD players, audio equipment and classroom libraries.

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

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

16. All students are required to complete a summer school reading program. Our school is not open during the summer so we encourage our students to apply to summer school when necessary. Currently, we do not offer a bridge program, but are constantly seeking funds to make this a reality for our students as we feel such a program would greatly benefit our youngsters.

17. We offer Spanish as an elective language.

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?
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One targetted approach for helping ELLs is daily small-group instruction for students with similar needs. Gersten and colleagues (2007) point to a growing number of high-quality, randomized control trials (Denton, Anthony, Parker & Hsbrouck, 2004; Gunn, Smolkowski, Biglan & Black, 2002; Vaughn, Mathes, et al., 2006) that show this itnervention can produce sustained improvement in student achievement--especially if the groups focus on explicit, interactive instruction in the core areas of literacy. Another targeted intervention program includes identifying students' needs throughout assessment (including screening, benchmark tests, and other forms of ongoing formative assessment) is a crucial component in this process (see Gersten et al., 2007). Teachers assess students frequently to ensure that the instruction they receive is effective and that they move in and out of interventions in an appropriate and timely manner. It's important to keep intervention groups flexible so that students neither struggle with content that is far beyond their instructional level nor get "stuck" in an intervention that teaches skills they have already mastered.

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17. We offer Spanish as an elective language.

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

C. Schools with Dual Language Programs

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

Not Applicable.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

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

Professional Development Program:

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

ESL: MS. Domenech (fully certified, ESL) and Mr. Sow (fully certified, ESL)

Bilingual Teachers:

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

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

CTE: Mr. Perez (Computer Applications & Electronics) (Certified Bilingual)

Math: Mrs. Campbell (not Certified Bilingual)

Science: Ms. Alberty--Certified bilingual

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

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

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

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3. Samuel Gompers will provide teachers with on-going professional development opportunities conducted in teacher-study groups facilitated by the UFT Teacher Center Liaison, Ms. Ollie Fields-Thacker. This year's study group will use the book "Classroom Instruction that Works with English Language Learners," written by Ms. Jane D. Hill and Ms. Kathleen M. Flynn. The study group will take place during after-school sessions that will utilize the current student population as a springboard for discussion. Teachers will participate in workshops for two hours each month in order to learn different ways to utilize writing as a means to encourage accurate standard American English writing. On-going training workshops facilitated by Ms. Thacker will focus on the development of ESL rubrics akin to those used for the NYSESLAT and the new ELA regents Examination in order to streamline grading and allow students familiarity with this type of

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
Professional Development Program: 100% 75%				
1. ELL teachers are provided with the following professional development opportunities on the development of the English language: reading, writing, and listening.				
Dual Language				
ESL: Ms. Domenech (fully certified, ESL) and Mr. Sow (fully certified, ESL) 100% 75%				
Bilingual Teachers: 50% 25%				
Freestanding ESL				
Technology: Mr. Santiago (Electronics) (not certified bilingual) 100% 75%				
CTE: Mr. Perez (Computer Applications & Electronics) (Certified Bilingual) 75% 25%				
Math: Mrs. Campbell (not Certified Bilingual) 50% 25%				
Science: Ms. Alberty (Certified bilingual) 50% 25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

In addition to traditional ELL instruction, by working collaboratively, teachers are able to formulate lessons that are rich in content and language.

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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.
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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?

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

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

13. Our teachers have at their disposal computer labs, portable computer carts with laptops, smartboards, mimios, TVs/DVD playeers, audio equipment and classroom libraries.

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

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

16. All students are required to complete a summer school reading program. Our school is not open during the summer so we encourage our students to apply to summer school when necessary. Currently, we do not offer a bridge program, but are contantly seeking funds to make this a reality for our students as we feel such a program would greatly benefit our youngsters.

17. We offer Spanish as an elective language.

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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

C. Schools with Dual Language Programs

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

Not Applicable.

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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.

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

ESL: MS. Domenech (fully certified, ESL) and Mr. Sow (fully certified, ESL)

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

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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)	0	0	0	0	0	0	0	0	0	5	6	4	2	17
Intermediate(I)	0	0	0	0	0	0	0	0	0	14	13	11	11	49
Advanced (A)	0	0	0	0	0	0	0	0	0	8	6	11	13	38
Total	0	0	0	0	0	0	0	0	0	27	25	26	26	104

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	2	0	0	0
	I	0	0	0	0	0	0	0	0	0	3	3	3	2
	A	0	0	0	0	0	0	0	0	0	9	6	3	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	0	0	0	0	0	0	0	0	13	16	20	12
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	5	6	4	2
	I	0	0	0	0	0	0	0	0	0	14	13	11	11
	A	0	0	0	0	0	0	0	0	0	8	5	10	13
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	83		11	
Integrated Algebra	130		15	
Geometry	38		3	
Algebra 2/Trigonometry	11		1	
Math				
Biology				
Chemistry	21		1	
Earth Science	6		3	
Living Environment	130		11	
Physics				
Global History and Geography	175		3	
US History and Government	64		4	
Foreign Language	10		20	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Currently, our school administers the Pearson ELL Diagnostic Assessment tool to assess the early literacy skills of our ELLs. In addition to this assessment we review the Grade 7 and 8 English language Arts assessment that measure students ability in the following areas: Information and Understanding and Literacy Response and Expression. As a final measure, we review the NYSESLAT proficiency levels to ensure students for the most effective educational program. The data shows that our ELLs literacy skills are generally below

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: Samuel Gompers CTE High School		School DBN: 07X655	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joyce Mills-Kittrell	Principal		11/4/11
Yira Salcedo	Assistant Principal		11/4/11
Sandra Generoso	Parent Coordinator		11/4/11
Leticia Domenech/Aladji Sow	ESL Teacher		11/4/11
Maria Norberto	Parent		11/4/11
Mildred Raices-Alberty	Teacher/Subject Area		11/4/11
Alice Soler	Teacher/Subject Area		11/4/11
Ollie Fields Thacker	Coach		11/4/11
	Coach		11/4/11
Miguelina Infante/Marilyn Paez	Guidance Counselor		1/1/01
Jayne Godlewski	Network Leader		11/4/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X655 **School Name:** Samuel Gompers CTE High School

Cluster: 02 **Network:** CFN 206

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.

A school-based committee was formed to assess the relevance and feasibility of our ability to communicate effectively 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. First, teachers reviewed our strategies as well as the school Inquiry Team and a dialogue ensued to continue to engage in proactive steps to ameliorate any incongruent areas. Our Department will continue to review our LAP and continue to engage in proactive steps to use data to monitor and to improve language translation and interpretation for non-English speaking parents. As the Assistant Principal for the English as a Second Language (ESL) Department, I strive to work in a learning community where communication is feasible and relevant. As a school we will continue to provide numerous written translation and oral interpretation methods for our students and parents. We conducted our assessment of written translation needs by reviewing the following:

- Report Cards
- CEP
- Suspension Documents
- Parent Notification Letter
- Parent Information Booklets
- School Public Relations Packet
- Course Catalogue
- School Brochure
- School Leadership Team Documents
- Open School Evening and Afternoon Packets

Parent Orientation Meetings Academic Intervention Services

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.

We conducted the following assessment of oral interpretation needs and we found that:

All Parent Events Call for an Interpreter:

1. Open School Evening
2. Mother's Day
3. Parent Association Meetings
4. Ring Ceremony
5. Awards Ceremony
6. Saturday Parent's Workshops
7. ESL Parent Orientation Meetings

The findings were reported to the school via departmental meetings, ESL Department Chair Person, and through the CEP.

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.

We plan to provide the following written translation services:

1. Parent Notification Letter
2. Suspension Documents (those not already translated by the DOE)
3. Academic Standards
4. SES Providers as per NCLB
5. School Leadership Team Meetings
6. Open School Evening and Afternoon Documentation
7. Parent-Teacher Association Meetings
8. Parent Orientation Materials
9. Academic Intervention Services
10. School Safety Plan and CEP (when requested)

Most translation services will be provided by trained in-house school staff. When the needs arise we will seek services from an outside vendor.

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.

We plan to include the following oral interpretation services:

Oral interpretation services will be provided by the following:

1. Ms. Salcedo, APO and, when necessary, Ms. Domenech, ESL teacher, Ms. Generoso, Parent Coordinator and other bilingual support staff
2. Teachers: Ms. Domenech, Ms. Alberty, Mr. Perez, Mr. Guerrero
3. Counselors: Ms. Paez, Ms. Infante
4. Paraprofessionals: Mr. Ortega, Ms. Jordan, Ms. Ramirez
5. School Aides: Ms. Crespo, Ms. Pacheco, Ms. Colon, Ms. Velasquez

Most translation services will be provided by trained in-house school staff. When the needs arise we will seek services from an outside vendor.

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>.

Gompers CTE High School plans to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by providing translation services in accord with the regulations. Parents will be notified regarding the school and DOE translation services in posters, written communication, internet, as well as via the Parent Coordinator, Assistant principal for ESL, teachers, and support staff.

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: Samuel Gompers CTE High School	DBN: 07X655
Cluster Leader: Charles Amundsen	Network Leader: Jayne Godlewski
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 110 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 4

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:

I. Rationale:

Teachers will provide opportunities for students to work in a variety of methodologies, although all in English. It should be noted that instructors speak Spanish and English, as communication is always in place. Suggested activities include, but are not limited to the following: presentations, journals, critical lens statements, grammar study, and collaborative instruction. It is our rationale that our students will improve their language skills, especially writing when differentiated instruction is utilized. The research shows that when teachers motivate students and incorporate a variety of strategies, students perform higher on state mandated exams as well as in class.

After-School Academic Intervention Services for ELLs & Saturday Academy with Parental Inclusion

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

The differences between the regular ESL courses and the Supplementary After School & Saturday Academy Program is that the classes will utilize a novel based approach that incorporates Journals, intense study of literary elements as well as incorporate technology (use of internet and word processing programs) into the learning activities. In addition, families will meet and practice their English as they observe culturally relevant museums, galleries, and other activities.

Based on a review of the spring 2011 NYSESLAT scores and from the most recent introduction of the Level 1 ELL students into our school, it is evident that a need to target the following areas exists:

- Writing/Prewriting: creation of a GO (Graphic Organizer)
- Writing an essay or story: Imaginative story or personal essay that was planned for in the prewriting exercise
- Editing: student self corrects errors
- Reading: Everyday topics and language, literature texts, maps, charts, schedules and calendars
- Answering multiple-choice questions to assess cognitive and analytical proficiency stressed in

Part B: Direct Instruction Supplemental Program Information

the standards: (i.e. focus on main idea, facts, inferences, vocabulary, sequence interpretation and social communication)

The final outcome/product of this program will be creative writing pieces such as charts, graphs, short stories, and journal entries that will be displayed in a formal magazine or newspaper type setting. Students will be encouraged to respond to literary texts through regular journal entries as preparation for writing assignments, which will be assigned in unity projects.

II. Subgroups and Grade Levels of Students to be Served:

Entitled ELLs (Grades 9-12)

Former ELLs (Grades 9-12)

Sp. Ed. ELLs (Grades 9-12)

III. Schedule and Duration:

After-School Tutorials and Saturday Academic Intervention Services for ELLs will run from November 2011 – June 2012 and will be scheduled as follows:

Monday – Thursday: 3:00 – 4:00 p.m.

Saturday: 9:00 a.m. – 1:00 p.m.

IV. Materials:

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

1. Increase in cultural understanding
2. Increase in literacy development

Part B: Direct Instruction Supplemental Program Information

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

Ultimately, our goal will be to increase ELLs overall academic performance by showing an increase in performance level as shown on the NYSESLAT (20% increase in English language proficiency by June 2012).

V. Language of Instruction:

Instruction will be delivered in English with some native language support as needed.

No. and types of certified teachers:

Two (2) Certified ESL Teachers

One (1) Science Teacher with Bilingual and SWD Extensions

One (1) History Teacher with a Bilingual Extension

One Math Teacher with a SWD Extension

VI. Types of Materials:

Samuel Gompers CTE HS intends to continue to have a writing initiative that includes differentiated instruction, Bloom's taxonomy and the incorporation of Journal activities to ameliorate the writing instruction. Students will be asked to read a variety of texts, and to write in a variety of modalities. As a target group, our L1 students have failed the NYSESLAT based predominately on the Reading/Writing sections of the examination. Hence, our focus will be to include a variety of writing activities. Students, 114 in total and from a variety of grade levels, need to increase their production as well as their retention and comprehension.

Materials will include:

Journal

Empower 3000—Web-based reading comprehension and writing program

NYSESLAT Review Books

Other software applications resources to Improve Reading and Writing:

Part B: Direct Instruction Supplemental Program Information

My Access!

Achieve 3000

BrainPop

SmartBoard

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:

I. Rationale:

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

II. Teachers to Receive Training:

All content area teachers, ESL and special education teachers.

III. Schedule and Duration:

Action research focus groups will meet once a month in the UFT Teacher Center after school hours

Part C: Professional Development

starting in November 2011 through June 2012 from 3:30 – 5:30 p.m.

IV. Topics to be Covered:

This year's study group will use several ELL specific texts including, Classroom Instruction that Works with English Language Learners, written by Ms. Jane D. Hill and Ms. Kathleen M. Flynn as well as focus on comprehending and utilizing the numerous software programs to improve reading and writing skills including the following such as Empower 3000.

V. Name of Provider:

Ollie Fields-Thacker, UFT Teacher Center Liaison

Ms. Domenech, ESL Licensed Teacher

Reading Comprehension Software vendor (Empower 3000)

Part D: Parental Engagement Activities

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

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

Begin description here:

I. Rationale:

Parent engagement activities will be on-going throughout the year. During these days, teachers will focus on the integration of technology and writing. Our goal will be to include the parents in the process of identifying goals for their children as well as for themselves. Ultimately, parents and children will begin to foster second language acquisition via our program by offering parents opportunities to use the computers in our school to draft resumes, letters, and to navigate the high speed internet while honing their English language skills.

Parent workshops will be held in conjunction with student workshops. It is our belief that we will improve motivation and attention if extended family members are encouraged to attend all sessions. Parents and students, including extended family members, may learn together during all of our ELL

Part D: Parental Engagement Activities

activities. Title III funds will be used to support our extended outreach including phone calls, letters, website preparation, and translation services. All materials used for students will also be used for the parents.

II. Schedule and Duration:

ESL workshops will be given to parents at least once per month as well as offer cultural experiences throughout the entire school year. Parents will be afforded the opportunity to better their own English skills with ESL tutorials held on the last Tuesday of the month from 5:30 – 7:30PM. This program will begin tentatively, on November 1, 2011. English language acquisition along with strategies that may better assist their child with homework, reading, writing, speaking and listening will be the focus of the workshops. This program will end on June 14, 2012. Title III funds are used to support this program.

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

III. Topics to be Covered:

ESL & Literacy Skills (Writing, Reading, Listening, and Speaking Skills)

Computer Literacy

Helping your child with homework

Reading with your Child

Home-School-Community Environments

IV. Name of Provider:

Ms. Domenech, ESL licensed teacher, Mr. Sow, ESL licensed teacher, and Ms. Ollie Fields-Thacker, UFT Teacher Center Liaison

V. How parents will be notified of these activities:

We will notify parents during our monthly PA meetings (third Thursday of the month), via informational flyers posted around the school, phone master, email and regular mass mailings.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$

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)		
Travel		
Other		
TOTAL		