



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** ALFRED E. SMITH CTE HIGH SCHOOL

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

**PRINCIPAL:** EVAN SCHWARTZ **EMAIL:** [ESCHWAR2@SCHOOLS.NYC.GOV](mailto:ESCHWAR2@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** ELAINE LINDSEY



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Evan Schwartz	*Principal or Designee	
Tom Newton	*UFT Chapter Leader or Designee	
Luz Colon	*PA/PTA President or Designated Co-President	
Ruth Perkins	DC 37 Representative, if applicable	
Marco Dwyer Argelianca Infante	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Michelle O'Bryan	Member/	
Nilsa Delgado	Member/	
Ken Irish-Bramble	Member/SLT Chairperson	
Nicole O'Neal	Member/	
Karen Bowers	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### Major Recommendation

- According to the JIT Review, the school should set ambitious goals that meet or exceed the State's current graduation rate of at least 80%, and develop a long range goal that more than 80 percent of the incoming freshmen will graduate in four years.

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

- **By August 2013, there will be a 4% increase in the graduation rate from 56% to 60%.**

### Instructional strategies/activities

- a) Tutoring opportunities and a Saturday Lab Camp for the January regents starting in December. This will include 5 teachers and an administrator will be offered to Saturdays to prepare students for state assessments.
- b) Tutoring opportunities and an after school Boot camp will be provide in the spring for the June regents. This will include 3 teachers and an administrator and will be offered to prepare students for state assessments.
- c)
- d) PM School classes will be available in all disciplines to enhance credit accumulation.
- e) Beginning in Spring 2013, we will be implementing our Annualization Policy for all students who received a 55 in their course for the fall term. Teachers will have the opportunity to reverse students' grades based on their coursework completion and mastery of the subject matter. This will increase the percentage of students earning 10 or more credits a year.
- f) All Cohort 2013 students who have not received a level of proficiency of 65 or higher on state assessments will be placed in Regents prep courses.
- g) All teachers will receive professional development on differentiated instruction. According to the JIT Review, differentiation was not evident in lessons. Content, product and process were not included in instruction or viewed lesson plans. Our focus has been around the alignment of objectives and task to improve student outcomes and ensure that learning time is maximized.
- h) The co-teaching model has been fully implemented, which includes strategies such as station learning, parallel teaching, learning centers, and integration of technology in all classrooms.
- i) Grade level and Content-Area Teams will closely monitor student progress and provide feedback to students and families though SKEDULA.
- j) The use of Advisory classes and teacher collaboration in weekly team meetings enables teachers to monitor student progress.
- k) Timeline: September 2012-June 2013
- l) In order to increase our Data analysis capacity we will be sending a team of Administrators to the Harvard Graduate Learning Lab to focus on data review. Transportation of Staff funds will be used to pay for the cost of tuition and travel. All DOE TRAC guidelines will be utilized.

**Budget and resource alignment**

• Indicate your school's Title I status:  X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy     Title IA     Title IIA     X Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

• The funding sources that will be utilized for this program is Title I (SWP), Fair Student Funding, and additional tax levy funding for former turnaround schools.



**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- According to the JIT Review, teacher teams should develop comprehensive pacing calendars for all subjects that are aligned with the Common Core Standards. Learning standards were not evident in classrooms, nor were they understood by students. Aims listed on the chalkboard and in written lesson plans were not closely related to NYS Standards. Teacher comments on student work were vague and insufficient to inform students about how to improve. The comments did not reflect the language of the NYS Standards.

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- By June 2013, 100% of students will have engaged in a minimum of two performance tasks that are aligned with the Common Core Standards in the core areas.

**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) By June 2013, students will complete a minimum of one performance task per semester.
  - b) A Lead Teacher has been identified in Math, ELA, and Science and provided with time to collaborate with teachers on teaching strategies and aligning units of study to the Common Core Standards.
  - c) Strategic professional development has been provided to teachers and administrators on the NYS Common Core Standards.
  - d) All bulletin boards will be monitored using a researched-based rubric to promote our school's vision and to align with our curricular goals.
  - e) We will purchase the Success.Net ELA from Pearson. This will include textbooks, workbooks, online access, and professional development.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The funding sources that will be utilized for this program is Title I (SWP), Fair Student Funding, and additional tax levy funding for former turnaround schools.



**Service and program coordination**

- The funding sources that will be utilized for this program is Title I (SWP), Fair Student Funding, and additional tax levy funding for former turnaround schools.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- According to the JIT Review, the school should create a comprehensive student support services plan to include the identification of barriers to success, an action plan with deadlines for addressing these issues, and a structure and protocols for communicating this information to all necessary constituencies.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment  6.4 Partnerships and responsibility

6.3 Reciprocal communication  6.5. Use of data and families

**Annual Goal #5**

- By June 2013, there will be a 10% increase in attendance rate will increase from 72%-82%.

**Strategies to increase parental involvement and engagement**

- a) The attendance support staff has consistently monitored student progress and identified at-risk students.
- b) Monthly perfect attendance celebrations will be held to recognize student achievement.
- c) The Assistant Principal/Administration has met with all overage and under credited students and their families, to develop an action plan with them. They have been consistently provided with information regarding support and alternative educational programs.
- d) The attendance support staff meets with the Assistant Principal/Administration, on a daily basis to discuss students with chronic attendance issues and at-risk students.
- e) Students that pass all of their classes after each marking semester will receive a special incentive.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The funding sources that will be utilized for this program is Title I (SWP), Fair Student Funding, and additional tax levy funding for former turnaround schools.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Common Core Aligned Curriculum across all grade levels will be used in order to ensure entry points for all types of learners with emphasis on high interest non-fiction readings.	Collaborative workshop models with heterogeneous groupings are used to allow all students to participate with strategies for lessons to include jigsaw readings, graphic organizers for writing, sentence prompts for class participation.	Service provided during the school day with tiered services for the second semester, 9 <sup>th</sup> grade cohort has been identified by grade level team. Use of PRIM manual has been used to address behaviors. Teachers met prior to the start of school.
Mathematics	Common Core Aligned Curriculum across all grade levels is used in order to ensure entry points for all types of learners with emphasis on writing in mathematics and project based activities.	Collaborative workshop model with heterogeneous groupings have been created to allow all students to participate with strategies for lessons to include think-pair-share, sentence prompts for writing mathematical procedures and project based learning for at least 1 unit of study.	Service provided during the school day with tiered services for the second semester. Ninth grade cohort will be identified by the grade level team. Use of PRIM manual will be used to address behaviors. Meetings will be held prior to the start of school.
Science	Common Core Aligned Curriculum across all grade levels with one project based assessment will be used allowing entry points for all types of learners with	Collaborative workshop model with heterogeneous groupings will be used allowing all students to participate and to conduct lab projects that incorporate writing with STEM	Service will be provided during the school day with tiered services for the second semester. The ninth grade cohort will be identified by grade team. Use of PRIM

	emphasis on graphs and written responses.	procedures and project based learning for at least 1 unit of study.	manual will be used to address behaviors. Meetings will be held prior to the start of school.
Social Studies	Common Core Aligned Curriculum will be used across all grade levels with one project based assessment allowing entry points for all types of learners with emphasis on written responses using graphic organizers to chunk information and rubrics to guide their writing from first draft to final product.	Collaborative workshop model with heterogeneous groupings will be used allowing all students to participate with their peers to include sentence prompts for writing argumentative 5 paragraph essays that include evidence from supplemental text up to level 4.	Service will be provided during the school day with tiered services for the second semester. The ninth grade cohort will be identified by the grade level team. Use of PRIM manual to address behaviors. Meetings held prior to the start of school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Communication specialists (2) will provide At risk services academically to all students at risk, using a wide variety of strategies to promote learning and support student participation.	Across all content areas, using small group (3 to 5 students)	For all students, communication specialists will provide services throughout the regularly planned school day. Additionally, parents will be consistently provided with results, participation and also be advised when their support is needed at home, where applicable.

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We have taken measures to ensure that all courses are taught by highly qualified teachers that are certified in their subject area. In limited circumstances, teachers may teach a class outside of their subject matter for no more than one period per day. Through formal and informal observations, the school leadership monitors teachers to provide support and evaluate their subject matter competency in their out of field area. Teachers are also provided with professional development on aligning the curriculum to the Common Core Standards and planning and preparation to improve student outcomes.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 <b>tRomi</b>	District <b>7</b>	Borough <b>Bronx</b>	School Number <b>600</b>
School Name <b>Alfred E. Smith CTE High School</b>			

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

Principal <b>Evan Schwartz</b>	Assistant Principal <b>Barbara Roman</b>
Coach <b>H. Martinez, ELA</b>	Coach <b>K. Boyno, Math</b>
ESL Teacher <b>Phaedra Martin</b>	Guidance Counselor <b>Stephanie Santos</b>
Teacher/Subject Area <b>Sonia Ortiz/Social Studies</b>	Parent <b>Ms. Colon</b>
Teacher/Subject Area <b>Y. Velazquez/Math/SE</b>	Parent Coordinator <b>Nilsa Delgado</b>
Related Service Provider <b>Julia Raykin</b>	Other <b>M. Obryan, SE/ELA</b>
Network Leader <b>Romina Carillo</b>	Other <b>A. Lombardo/ELA</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>3</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>2</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>525</b>	Total Number of ELLs	<b>55</b>	ELLs as share of total student population (%)	<b>10.48%</b>
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## Part II: ELL Identification Process

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

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

AP Griffin and Attendance Office Team together process over the counter and newly admitted students with parents. Step 1 examines the cumulative folders and verifies demographical information. Students and parents are then directed to the Parent Coordinator's office, where Nilsa Delgado, bilingual in Spanish, along with a designated teacher determined by specific periods of instruction & availability), begin the next steps. The pedagogues are as follows: Ms. Velazquez, Ms. Martin, Mr. Martinez and AP Roman.

Verification of home language survey (HLIS)

- If the student has a home language survey in place within the system, the student's status is verified and the student is then directed to the medical office for immunization records.
- Upon completion, student and parent meet with the appointed bilingual school guidance counselor, L. Dominguez, to be programmed according to grade level and academic needs.

When the student is determined to be new to the NYC school system, the following steps are conducted for the initial screening:

- Home Language Survey (HLIS) with parent and student upon arrival from over the counter office.
- Parent views video and has an opportunity to ask questions and clarification as needed.
- Informal interview is conducted in native language and in English with the student, with a determination made for SIFE

(Student with Interrupted Formal Education) Status determined, if unknown. (All of the above steps are completed by licensed pedagogues and translation, if needed, is provided). Parent Option letter is explained and parents make appropriate option for their student's instruction. Option documents are kept in student's file in ESL office. A running record is kept in binder format.

- LAB-R is given. The LAB-R Native Language test is only for Spanish speaking students.

The results are hand-scored, prior to being delivered to the Regional office on the appropriate dates determined by central office. Scored results are checked in ATS as they are made available and cut scores are entered into the computer, adding a column to the ATS RNMR report for reference purposes.

- The level of ESL services needed is determined and the student is programmed appropriately with their guidance counselor.

All of these steps are generally completed upon student's arrival. If there are missing or needed documents, the student and parents return within the 10 days, in order to complete the ELL identification process of initial enrollment, as per CR 154.

The process outreach plans and timelines are as follows:

The initial screening and interviewing process is completed during the student's first visit. If immunizations are incomplete or if parents

are not present, an appointment is made as soon as possible in order to process the documentation required.

Parent choice is explained during the interview/screening process and when given home language surveys. Parents are explicitly given choice without prompting by school personnel, as listed above with licensed pedagogues. Parent choices include;

TBE (Transitional bilingual education)

DL (Dual language)

Free-Standing ESL (English as a Second Language)

Parent(s) and/or Guardian(s) are instructed to select using numerical guides for Selection #1, #2 and #3. If the parent selects as their first choice, TBE or DL, they are informed that Alfred E. Smith CTE High School does not offer their selection. The child's name will be listed until joined by 20 students in one grade level. At that time, according to CR-154, a TBE class will be created to address the parent's choice. During the interim time, until such class can be created, parents are informed their child will be receiving instruction through free-standing ESL classes. Letters are handed to the parent at this time (in both English and Spanish). If the parent takes the letter home to be completed, follow up is conducted with the bilingual family workers assigned to each small learning community, as well as with attendance office aides, in order to ensure the timely return of the needed documents. Once the documents are received by the family workers, guidance counselor and/or Assistant Principal, the documents are delivered to the guidance suite so that they can be reviewed and placed in the appropriate student's file. A binder is also kept with a copy of each student's parent choice letter in Room 107.

In addition, parents are informed at this time about evening parent classes as well as Saturday programs that support their own learning as well as their students' learning provided by New Immigrants Welcome Center located in Castle Hill, Bronx.

Our school's parent association is introduced at this time, prior to the processes being completed. They are encouraged to join and become active members. The parent association meets monthly and hosts guest speakers to include a variety of topics of interest.

Parents are encouraged to complete surveys on topics of interest to welcome them into the school's community of learners.

Parent outreach is also a priority with designated bilingual family workers to make phone contact and ensure the delivery of mailed documents as they are made available.

Criteria/procedures for student placement:

Student placement is completed only after parent interview and screening process has been completed. As stated, the letter of parent choice is reviewed once completely filled out. Ms. Stephanie Santos, Bilingual School guidance counselor is trained in correct placement procedures. She meets with parents and student, reviews the documents, explains the student schedule/program the student receives. She distributes information on Student Graduation Requirements for all students attending New York City High Schools and reviews with the student and family how this goal will be accomplished. She introduces the parents and student to the teachers on the schedule and makes the student welcome by accompanying him/her to their classrooms on their first day of classes. Teachers hold case conferencing on Wednesdays within their small learning communities and in doing so, ensure that all teachers/staff are aware of a new student's arrival and the case conference will segue into a meaningful way to communicate among staff, with parents and certainly with students.

Entitlement letters are mailed home to the parent by Ms. Delgado. Copies of the letters are kept in each student's file and the information is entered into a spreadsheet to maintain the tally for parent's selection. At the beginning of each school year, entitlement letters are mailed home, in both English and Spanish, with a copy of the letters placed in the student files, housed in the ESL office. This system allows easy access to find the documents at any time for reference. The spreadsheet is continuously updated and kept on file in the ESL office.

Examination of data from the past 3 years reveals the trend has reflected less than 20 parents selecting a TBE program as their first choice. The students are in various grade levels from grades 9, 10 and 11. The monitoring process is ongoing and will follow compliance guidelines. Completed surveys are kept in individual student files as well as in a binder kept according to grade level. This binder is a reference guide which is closely monitored as students arrive and pages are added. The administration can access this binder at any time in the AP Roman's office. Yearly BESIS reports are also completed to review the status of parent options and student services being accurately and successfully implemented.

This is a new school administrative team at Alfred E. Smith CTE High School for the current school year. To that end, school administration is taking the necessary steps to ensure proper implementation of ELL services. To date, all parent option letters are being met. The necessary steps to develop a TBE will be taken, utilizing current staff and hiring as needed positions.

All correspondence with parents and students is offered in both English language and home language in order to ensure understanding. Family workers in all offices can offer bilingual conversation. The parent coordinator and parent association are always available to communicate with parents.

Implementation of NYSESLAT will follow administrative guidelines in order to reach all students at all levels and to promote proficiency. Working with NYCDOE's Office of ELLs and their year long institute, we are supporting teachers with best practices and collaborating with other schools to help inform our planning. With good solid instruction the expectation is to support students throughout the year, rather than to devote a specified amount of time toward test preparation. Research indicates that good instructional practices promotes the listening, speaking, reading and writing components thereby preparing students for proficiency. Implementation methods are being revised to incorporate all the necessary components to include extended time. This year's plan includes assemblies to remind students to attend on those important dates, inform families and ask their support from home to get their children to school on time and to support our efforts. Additionally, we are revisiting our parent workshops both after school and on Saturday to reinforce our plans.

NYSESLAT results drives our instructional planning, resources procurement and technology decisions for software and programs that are beneficial to our students.

When NYSESLAT scores become available, we meet as a team to look for improvements and progress toward proficiency. Our grade teams and lead teacher leading the teams target strategies for classrooms as writing remains a challenge. Incorporating graphic organizers was implemented last year across all content areas. This year, we are implementing scoring rubrics for essay writing school wide to help students organize their essays.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										3	2	2	2	9

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Push-In										15	13	5	13	46
<b>Total</b>	<b>0</b>	<b>18</b>	<b>15</b>	<b>7</b>	<b>15</b>	<b>55</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	9
SIFE	18	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	29

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	6	1	11	4	1	29	8	7	55
<b>Total</b>	<b>15</b>	<b>6</b>	<b>1</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>29</b>	<b>8</b>	<b>7</b>	<b>55</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										18	14	6	15	53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>18</b>	<b>15</b>	<b>7</b>	<b>15</b>	<b>55</b>								

### Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										18	15	7	15	55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>18</b>	<b>15</b>	<b>7</b>	<b>15</b>	<b>55</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Programming and Scheduling Information: Teachers of ESL, Math with bilingual extension, Social Studies with Bilingual Extension and where needed, an alternate placement paraprofessional for language support in Special Education classes.

Teachers are currently using content curriculum with units of study aligning common core learning standards while varying levels with audio tapes and SmartBoard technology to reinforce visual and auditory learning in all students at all levels. In addition, ELA teachers reinforce literary elements through novels and poetry, selected each semester as appropriate following the curricular guidelines in memoir, persuasive voice and Inferential, interpretive reading strategies. Teacher grade teams will work with students to develop reading strategies and to promote reading in the English language. Special education students are programmed as outlined in the Individual Education Plans and are provided with Alternate Placement Paraprofessionals as needed in content areas.

1. Instruction is delivered as follows:
  - a. Beginner Level Grade 9, Grade 10:
    - i. Students are programmed for one free-standing ESL class, one ESL class in ELA, and one push in support class in both mathematics and social studies per day.
  - b. Beginner Level Grade 9 and Grade 10, Special Education:
    - i. We currently serve 6 students with IEPs in a bridge program, giving instruction with a special education teacher, bilingual, and

## A. Programming and Scheduling Information

one alternate placement para for all 4 core content areas and ELA instruction.

c. Intermediate Level All Grades:

i. Two periods of push in instruction per day in each Math and Social Studies classes and one ESL class per day with ELA.

d. Advanced Level all Grades:

i. One period per day of push-in instruction per day in ELA classes and/or Social Studies

For all social studies classes throughout all levels of learners, teachers use targeted vocabulary instruction following the cummins model. Students are grouped for the workshop model to reinforce peer learning and promote their practice of English language orally. Projects are planned according to student levels to reinforce oral language acquisition, speaking to varying modalities of learning with video clips and SmartBoard technology. Teachers of social studies with bilingual extensions can ensure the understanding of terminology, as well as support the scaffolding of students' writing. Interdisciplinary lessons are collaboratively planned with ELA and ESL teachers during common planning time in order to make connections for students and to reinforce learned vocabulary across disciplines. Supplemental texts are used, specifically for periods in history that will help students make connections from text to self and text to world. Cultural experiences are an additional learning experience where students celebrate diversity and develop deeper understanding of others globally.

2. The organization of our staff is to ensure that ESL teacher is programmed for free-standing classes, push-in support with the spring semester, our Technology Lab will include Achieve 3000 (ELL-Institute to provide) and Rosetta Stone.

a. For explicit minutes, we are providing the following:

i. Beginner level students receive 645 minutes per week

ii. Intermediate level students receive 430 minutes per week

iii. Advanced level students receive 215 minutes per week

3. Content area is delivered as follows:

a. Social Studies, beginner level is taught with ESL teacher support and Bilingual teacher, math teacher is bilingual and ESL teacher for ELA classes

i. Methodologies will include technology support through Achieve 3000 and Rosetta stone.

ii. Technology classes with our bilingual teacher provides ICE certification at the end of 9<sup>th</sup> grade and each student is developing an online portfolio to access their work and allows them to keep their work throughout their high school career.

b. Mathematics and ELA for intermediate level students are supported by ESL teachers using a variety of methodologies to reinforce language acquisition and understanding of cognates and technical language. Additional support is given through technology labs in Castle learning for mathematics and Achieve 3000 for ELA and Social Studies. Mathematics is programmed to be taught with ESL teacher and Mathematics teachers with bilingual extensions in order to support the scaffolding of learning and promotion of language acquisition. Supplemental texts are utilized, although Pearson Algebra and Geometry textbooks are the driving force behind our mathematics curriculum.

Study groups of teachers meet daily to unpack new teacher support materials using English Language Learners in the content areas and Teaching Reading in the content areas. As we progress through this first year, teachers participating in the ELL Institute will turn-key learning to their peers/colleagues.

All teachers are working on curriculum mapping and incorporating technology in content areas. Pearson has tech support of their text book s available on their website and infused with short video clips to help students access the content.

4. ELLs are appropriately evaluated in their native languages when entering school and registering. We reach out to staff who are fluent in the languages other than Spanish or call for translations. We are fortunate to have 2 additional schools located in our campus and can call on their staff when needed to offer translation services. All correspondence is available online for languages other than English for our forms required. This is completed using the same format as with all incoming students.

5. ELL subgroups, including students with disabilities are programmed for the appropriate minutes according to their ELL levels. Teachers have access to text books with workbooks along with supplemental libraries of abridged versions of novels to meet the curriculum guidelines. Alternate placement paras are assigned to support language acquisition as mandated in the Individual Education Plans of our students. Students are receiving additional services in all content areas and as with other teachers, meet daily in common planning sessions to consistently examine best practices. Protocol are followed for examining student work and holding case conferences with parents and students as needed to support academic progress. At annual reviews, all teachers meet to determine specific needs of students and to ensure ongoing support. Differentiation of instruction is closely examined through classroom visitation and sharing best practices and student goals. Professional development in this area is ongoing and consistent, to include participation in ELL Institute offering collaboration with successful ELLs practices.

a. Instructional plan for SIFE:

i. SIFE students have a range of learning from advance to challenged. Many of our SIFE students become our valedictorian,

## A. Programming and Scheduling Information

salutatorian and rank in the top 10% of the graduating classes. This subgroup is interesting in that they overcome challenges with an amazing resilience to learn and achieve success. At the other end of the spectrum, SIFE students face challenges to learn English and to become proficient. That being said, our SIFE students are programmed according to their levels of proficiency and followed in ARIS and through teacher assessments on an individual basis.

b. Instructional plan for ELLs, newcomers;

i. We currently have two newcomers in our sophomore class. Our sophomores are being served with ESL teachers, free-standing ESL classes and push in supports in mathematics and/or Social Studies. In addition, we provide technology classes that allow students to develop language through creating portfolio that include PowerPoint presentations, reading poetry and translating capabilities to teach others about their various cultures. Students are encouraged to incorporate our technology software programs to reinforce language acquisition, during lunch, before and after school. Students attend tutoring 2 days per week prior to the start of their regular classes, beginning in our spring semester. After school programs are also available as well as Supplemental Services provided through our parent coordinator for students and their families.

c. School-wide our data reveal challenges for all of our students in social studies essay writing. This data allow us to provide professional development for our staff during common planning time each day in small learning communities. Within these sessions, graphic organizers have been developed to help students select important information, organize it and develop their writing according to well developed rubrics. Our content area teacher teams will be examining data from groups of English Language Learners that are receiving services in the 4 to 6 year category.

d. Our plan for long-term ELLs includes the strategies listed in (c) above as well as the after school program for academic enrichment and credit recovery. The use of the Achieve 3000 will be reinforced and teachers will be following the data to determine program effectiveness. We have added the use of technology in Rosetta stone to additional support language acquisition. As we begin our participation with Achieve 3000, we will continually receive data and examine outcomes in order to adjust programs where needed.

e. Our Long-Term ELLs in special education settings are receiving services with an ESL teacher and an alternate placement paraprofessional in all core content areas, working with technology and having after school programs available during the school year. Our efforts and planning moving forward are to respond promptly to data and to apply interventions with targeted groups as needed. This may include adding additional classroom personell to support the group model and to reinforce scaffolded instruction as well as to promote successful differentiation of instruction practices. Having the common planning time team conferences allows interventions to be applied appropriately as needed, whether it be with small groups within the classroom, tutoring students during lunch, having extra computer lab time during the day and certainly the inclusion of after school workshops, credit recovery and support programs for ELLs in all content areas.

Our school offeres access to all programs to all of our students throughout the day and after school, whether it be athletics, chess club, Spanish club, or a host of other student body activities. ELLs are an integral part of all activities, and are celebrated with cultural awareness fiestas throughout the school year.

We have applied for the 21<sup>st</sup> Century Grant and an additional ELL Title III grant targeting freshmen students and newcomers, our students have access to credit recovery after school in all content areas and also in electives. Parents are encouraged to attend workshops in a variety of topics and in addition are invited to Coffee Hour with Ms. Roman, a series of workshops targeting topics of interest to engage parents and students and to offer opportunities to learn from one another.

Saturday programs under the grant will include workshops for parents in ESL, computer access to ARIS and learning word, outlook and email workshops as well as resume preparation workshops. Community Based organizations often participate to ensure community outreach and offering of services for needs to be addressed on an individual basis.

6. Our instructional strategies for ELLs and SWDs include best practices as promoted by the New York City Department of Education and supported through our lead teachers in Math, ELA and Science. Throughout the week the coaches visit classrooms offering strategies following a curriculum that is grade specific in ELA, Social Studies and Mathematics. With ongoing professional development and morning meetings (37.5 minutes each day) lesson planning, unit planning following UDL and curriculum mapping is continuously being updated and worked on in grade level teams of teachers across and within content areas. We are planning to have iPads for our ELLs and SWDs using applications that promote language acquisition and offer opportunities for our students to practice speaking, listening, reading and writing. We also utilize the textbook, Classroom Instruction that works with English Language Learners, Hill & Flynn. With Grant money, we hope to purchase classroom libraries and Kate Kincella' English 3D workbooks, aligned with CCLS. Teachers and students also have access to technology in lab settings as well and teachers use SmartBoard technology to enhance learning. We have literature available in English and Spanish to promote learning literary elements as well. Currently, we are focusing on ELL instructional practices that benefit our student outcomes in their Science curriculum, as it has been identified as an area of need through our ongoing data study.

7. With the onset of SESIS and increased use of ARIS, we study our data closely in collaborative inquiry teams in order to continuously

## A. Programming and Scheduling Information

keep track of student progress. Following the tenets of the NYCDOE's Special Education reform, we program students according to their strengths and offer opportunities for them to be with the non-disabled peers, even if only in one content area. Our school psychologists also meet with grade teams to monitor student progress. We offer many opportunities for parents to have a voice in their child's learning environment and progress.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### 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%				
75%				
50%				
25%				
Native Language Usage/Support		Dual Language		
100%				
75%				
50%				
25%				
Native Language Usage/Support		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.

## 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?

### Targeted Interventions:

Graphic organizers with rubrics, school wide in all social studies and ELA classes

Purchase of Achieve3000 as in class tool for technology and after school

Tutoring for all content areas

After school credit recovery program

English/Spanish

9. Students continue to have tutoring, practice with speaking and listening along with reading and writing prompts, before, during and after school opportunities. Students continue to get accommodations in testing with extended time as teachers consistently check Skedula reporting for charting progress.
10. Free-standing ESL classes were increased to 3 for Beginner ELLs and newcomers. Technology was increased to include user accounts for each student in Pupil Path for assignments, Achieve 3000 and limited online courses. Reinforcement with Rosetta stone is also used in English and Spanish.
11. We do not plan to discontinue any programs currently running. We are opening labs during lunch periods to offer students additional time on software programs. As new administration continues to forge ahead, we will continuously examine data and results.
12. Due to the high percentage of English Language Learners, we offer programs with the English learning student in mind versus exclusion. We have opened additional tutoring classes prior to the regular school day for spring semester and our after school program offers many opportunities for students to advance in their academic progress, including speaking and listening skill building.
13. We are excited to offer Achieve 3000 alongside Rosetta Stone for technology. In addition, students have one additional period per day of technology with Mr. Contreras.
14. Native language is offered currently to all seniors. All students take Spanish as their foreign language class.
15. All program services and supports correspond to ELL's ages and grade levels.
16. During the summer we hope to offer a bridge program that includes trips to museums, technology introductory courses, math and ELA that runs for 6 weeks. During this time, parents are encouraged to participate and the bridge program culminates in an orientation celebratory program introducing the students and parents to high school requirements.
17. English and Spanish are offered to all students.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

The professional development plan for Ell personnel will include a summer program that focuses on curriculum writing and integrating/infusing the new Common Core Learning Standards. Professional Development is offered 4 days per week, as per the collective bargaining agreement for 37.5 minutes. During this time, teachers of the same cohort of students develop lesson plans with extensions for ELLs and students with disabilities, complete units of study with curriculum mapping and an emphasis this year on effective feedback that begins with the inclusion of rubrics for all students. Content area meetings are held bi-weekly, in order for teachers of content to address curricular adjustments, examine student work, plan for formative assessment and to share best practices while examining data. When teachers meet on Wednesdays, in common planning time professional development, a portion of the time is spent case conferencing in order to target academic interventions where needed on an individual student basis. Often parents are included in these conferences in order to offer supportive ideas on both sides to ensure student engagement and support. As we move through the school year, the following topics are earmarked for targeted professional development:

iPad applications for technology exploring apps to incorporate in lesson plans, curriculum mapping and additional classroom time

Differentiation of instruction and sharing of best practices

Use of Smartboard technologies as provided from SmartBoard

Incorporating Common Core State Standards, with targeted performance assessments to promote oral language acquisition and to build student confidence, alongside building teams and promoting critical thinking skills.

Assessment, both summative and formative with an emphasis on the latter, incorporating differentiation strategies such as exit cards and quiz/test development

Understanding data, in terms of NYSESLAT and utilizing the new AMAO performance tool school wide and by grade level

collaborative inquiry process/teams

Looking together at student work

Classroom walkthrough and peer intervisitation

2. Teachers have choice regarding levels of ELLs to work with, some preferring beginning levels and freshmen classes. Common planning time meetings are devoted to case management and data in order to prepare lessons/units accordingly.

3. Best practices for English Language Learners is incorporated into our professional development planning. All of our staff has offered to share out or lead professional development strategies that apply to all classrooms, i.e., vocabulary, language acquisition of content specific terminology, differentiation of quizzes and tests, exit summaries and baseline assessments, midterm assessments that examine skill levels.

To meet the requirement of 7.5 hours of ELL training for all staff, it is the school's overall goal to exceed this when meeting one day per week to specifically address the strategies that work best to promote language acquisition, to scaffold instruction and to implement differentiation of instruction strategies. Our lead teachers continue to observe and engage teachers in professional development further ensures the requirement being met. The instructional strategies that support ELLs is beneficial to all students. The requirement is officially maintained through recording agendas and signature sheets throughout the school year. The coaches keep a running record of dates and participants for the days of the week they are working with teachers. This record is handed in weekly to the Principal, where an online binder is kept to record agendas and signatures with a description of the professional development activities. Each day's professional development is recorded in agenda format with corresponding signature of all participants. This information is kept in a binder in the Assistant Principal's office. Professional Development is carefully and thoughtfully planned with the cabinet according the needs of students, driven by data.

## E. Parental Involvement

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

To date, the parent coordinator has successfully met with and taught the vast majority (80%) of our parents how to access data in ARIS and provided access to Pupil Path for their child in skedula. Our Parent Association incorporates translation at all meetings and all correspondence is sent in both English and Spanish. We host parents for specific meetings, new enrollment students, newcomers, etc., during September at Orientation devoted to address questions/concerns, during open school evenings and afternoons in fall and spring, and have received a grant of 2 computer stations devoted to parents' access.

2. We currently are awaiting grant notification to partner with Community Based Organizations in order to partner for our credit recovery and after school technology programs to promote parent involvement and student achievement.

3. We evaluate the needs of parents through interviews at the time of enrollment, during Parent Association meetings, School Leadership Team meetings, guidance counselor requests, student requests, parent requests and our learning environment surveys.

4. With the new parent meeting, "Coffee Hour with Ms. Roman", we are addressing topics of interest, in order to provide guest speakers or Community Based Organizations that will help parents overcome any challenges expressed. The outcome of the Coffee Hour series is to make parents welcome, opening up and expanding opportunities to allow parents to share common themes of interest with and among their peers while providing much needed services.

In addition, our Parent Association is active with new leadership and is working hard to develop topics of interest for parents of all our students.

## 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)										6	0	0	0	6
Intermediate(I)										8	4	1	9	22
Advanced (A)										4	4	4	4	16
Total	0	0	0	0	0	0	0	0	0	18	8	5	13	44

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>										8	3	1	9
	<b>A</b>										1	4	4	2
	<b>P</b>										3	1	0	2

**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
Comprehensive English	41		5	
Integrated Algebra	43		8	

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	22		14	
Physics				
Global History and Geography	49		7	
US History and Government	37		4	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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. For our first semester with new administration and changes to the previous protocol, Alfred E. Smith CTE High School uses a variety of assessment data to determine programming and to help address the levels of the students. In addition, we hope to administer teacher made baseline tests in the beginning of their high school experience. We examine student data on an individual basis, i.e., 8th grade scores, in order to address programming.

The previous year's trend in NYSESLAT scores revealed a backsliding of our students. In order to understand how a student could score advance level in the previous year and slide back to a beginning level in the current year's data, we needed to examine how the exam was administered. Was the trend revealing the exam was incomplete? did the student have enough time to finish the test once he or she began? With these important questions, we examining how we can administer the exam in spring o, ensuring accommodations are appropriately administered. Additionally, as we dug into the data, we recognized a pattern in the way students scored in listening and speaking, however, not as proficiently in reading and writing. This data shows that we need to focus our instructional strategies in these areas and continue to promote speaking and listening skills.

Although student scores showed overall improvement, it was minimal and we are now revisiting the administration techniques and recognizing a need to make further improvements. We are planning on administering the test similar to the Regents exams, notifying parents and blocking periods of time to allow proctors to administer the exam with adequate timing. We also will make a concerted effort to capture a larger percentage of our students to take all components.

We will continue to focus on literacy across the content areas and offer more project based assessments which allow students to find their voice. Additionally, as noted below, the implementation of graphic organizers to support writing skills has been a school wide focus. The intent is to improve writing outcomes as measured through the NYSESLAT, English Regents Exams and Social Studies Regents Essays. This year we have incorporated a focus on providing students with more effective feedback and utilizing rubrics designed to show students exactly what is needed to improve their essay writing.

### 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.

As we examine NYSESLAT data, we see a trend in proficiency as students progress into the upper grades. Students score higher in listening and speaking versus reading writing. Therefore, we need to focus on writing and reading as explained earlier in this document. Use of graphic organizers and effective feedback scaffolds students through the writing process, with the intent of improved scores as they progress through high school grade levels. Since NYSESLAT data is not released to schools until August of the year given, we are using this data to help program students accordingly. Also, the LAB-R, given upon entry, is helpful in programming students, in particular, newcomers and SIFE students. Utilizing AMAO data to see progress in our ELLs NYSESLAT data helps us to program and to target areas of instruction needing focus. Our previous year's results were not encouraging, so in an effort to improve, we are strategically programming, examining data and teacher scholarship, hiring additional resources to support instruction and adapting curricular changes to ensure successes. Increased technology use is also planned in an effort to reinforce student engagement.

We evaluate the success of our programs via data, both student and teacher as well as overall skedula and ARIS data available to all staff. We also examine attendance patterns and address when needed with family workers and paraprofessionals. Understanding the cultural trends helps in the planning of after school programs and parent meetings, while honoring their individual cultural differences.

The school uses data from assessments to re-address reading and writing levels and to provide extended opportunities for students to practice these skills and to socialize with peers in after school activities, namely, Spanish Honor Society, where our SIFE students shine. This data helps us to program students accordingly and to plan for needed professional development for staff. Data is available on Skedula and ARIS and each teacher has availability to examine this on an individual basis.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evan Schwartz	Principal		1/11/13
Barbara Roman	Assistant Principal		1/11/13
Nilsa Delgado	Parent Coordinator		1/11/13
Phadra Martin	ESL Teacher		1/11/13
Ms. Colon	Parent		1/11/13
Y. Velazquez	Teacher/Subject Area		1/11/13
S. Ortiz	Teacher/Subject Area		1/11/13
H. Martinez	Coach		1/11/13
K. Boyno	Coach		1/11/13
S. Santos	Guidance Counselor		1/11/13
Romina Carillo	Network Leader		1/11/13
A. Lombardo	Other <u>ELA Teacher</u>		1/11/13
M. Obryan	Other <u>ELA/SE Teacher</u>		1/11/13
J. Raykin	Other <u>Speech and Language</u>		1/11/13
L. Rosa	Other <u>SE Teacher</u>		1/11/13

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** \_\_\_\_\_ **School Name:**

**Cluster:** \_\_\_\_\_ **Network:**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Alfred E. Smith CTE High Sch</u>	DBN: <u>07X600</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>68</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Student data reveal our students struggle with English Language Arts and Social Studies curricula. For the current school year, students are receiving additional support in these areas with after school tutoring every Tuesday and Thursday from 2:20 to 2:50, with one Free standing ESL class daily after school from 2:10 to 2:50 beginning October 7, 2012 and ending June 2013, with a focus on essay development and writing aligned with Common Core Learning Standards, incorporating supporting evidence from supplementary text with graphic organizers and rubrics to follow Universal Design for Learning strategies. Students are served in free standing ESL classes with additional support in Mathematics and Social Studies. Instruction provided by a combination of ESL certified teacher, NLA teacher, Bilingual mathematics and social studies teachers. Materials provided to students in English with support in native language as needed. A Saturday program will be held during January for Regents preparation from 9:00 am to 12:00 am. The incorporation of supporting materials such as classroom libraries and technology support through SmartBoards and laptops in each classroom and/or access to computer labs are provided with additional materials such as ACHIEVE3000 computer programming and English 3-D language acquisition programs and reading programs to begin in February 2013 to further support our students' learning.

### 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:

One administrator, 2 lead teachers and 3 classroom teachers will participate in the English Language Learner Institute: Redefining Instructional Models to promote reading and language skills sponsored by NYCDOE Office of ELLs with various presenters and specialists, led by Anjelica Infante, Deputy Director; on the following dates: 10/19, 11/16, 11/17, 1/11/13, 1/12, 3/8, 3/9, 5/10, 5/11 2013. Friday sessions will focus on administrative and supervisory roles with Saturday sessions focused on instruction. Additional professional development opportunities will be provided for all staff during chancellor's day professional development in January and June, 2013 offering support in implementation of strategies learned during participation in the ELL Institute and to incorporate ACHIEVE3000 in classrooms.

### Part D: Parental Engagement Activities

### 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: Parent Association Meetings and orientation meetings provide opportunities for parents/guardians to receive materials in regard to LEP programs and instruction across all content areas. There will be a meeting prior to standardized exams in January and June for Parents, with translation provided in native language. Parent workshops: 10/8/2012, 10/24/2012, 1/17/2013, 3/14, &6/11. Each workshop will be 2 hours in duration covering topics that include (1) accessing student data via ARIS and Skedula (2) Post secondary planning (3) resume writing and cover letters (4) community based organizations in your neighborhood. Notification to parents/guardians will be provided through phone messages in both languages, letters to home, and home visits when needed. A variety of speakers will be incorporated through the efforts of our parent coordinator, Ms. Delgado, ESL teacher, Ms. Martin, administrators and support staff.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		