



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: SAMUEL GOMPERS CTE HIGH SCHOOL

DBN: 07X655

PRINCIPAL: JOYCE MILLS-KITRELL

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SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Joyce Mills-Kittrell	*Principal or Designee	
Phillip Gazard	*UFT Chapter Leader or Designee	
Emilio Marti	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Shatasha Martin Joshua Ortiz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Renee Edwards	Member/Assistant Principal	
Maribel Lopez	Member/Parent	
Ivette Ortiz	Member/PA Treasurer	
Pamela Winter	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

Major Recommendation:

A rigorous observation framework should be developed and used consistently by all leaders. The information from observations should be regularly shared at leadership meetings and policies about instruction developed from the analysis. The policies should be implemented. Network support should be sought to develop teaching strategies that motivate all students to learn (JIT March 16, 2011, page 8).

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS:

- | | |
|---|---|
| <input type="checkbox"/> 2.2 School leader's vision | <input type="checkbox"/> 2.4 School leader's use of resources |
| <input checked="" type="checkbox"/> 2.3 Systems and structures for school development | <input type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1:

By June 2013, 100% of supervisors will participate in the implementation of a common observation tool that is used for bi-weekly data reporting and which will inform the school-wide professional development plan.

a) Instructional strategies/activities:

Activity #1: Contracting of Teachscape staff to provide training on the Danielson Framework and teacher practice evaluation (software) tool.

Activity #2: Supervisors will be provided with professional development opportunities by network staff on low-inference observation protocols, short frequent feedback, and the Danielson framework for teaching.

Activity #3: Implementation (turn-keying) of professional development sessions with teachers led by supervisors and network staff.

These strategies and activities will be implemented by a team of 7 administrators and 1 UFT Teacher Staff developer on a bi-weekly basis. A total of 30 teachers will be impacted and data collected will inform the school-wide professional development plan.

b) Key personnel and other resources used to implement these strategies/activities:

Stakeholders involved will include 7 supervisors, 1 UFT staff developers and 30 teachers.

c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments:

- Use of common content, bi-weekly assessments.
- The post-test for every unit will record progress made from a pre-determined pre-test.
- Amount of student engagement will be measured from in-class formative assessments.
- Department teams will meet to analyze results and use assessments to inform instruction.

d) Timeline for implementation:

Five Months February 2013-June 2013.

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.

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

Service and program coordination:

OTPS (SIG):

Contracted Services will include:

Educational consultants from Teachscape for training sessions on the Danielson Framework, walkthrough and classroom data collection tools.
Teachscape Software and professional suite.

Per Session (SIG):

Per session will be allocated for staff professional development sessions and data analysis meetings within department teams after school and Saturday.

GOAL AND ACTION PLAN#2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Major Recommendation:

All teachers and administrators should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught (JIT March 16, 2011, page 3).

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT:

<input type="checkbox"/> 3.2 Enacted curriculum	<input type="checkbox"/> 3.4 Teacher collaboration
<input type="checkbox"/> 3.3 Units and lesson plans	<input checked="" type="checkbox"/> 3.5 Use of data and action planning

Annual Goal #2:

By June 2013, 100% of teachers and administrators will participate in job-embedded professional development sessions on how to implement a curriculum with rigor using delivery methods that are student centered and which will be measured by data collected from student assessments and walkthrough as well as formal evaluations.

- a) Strategies/activities that encompass the needs of identified student subgroups:
Professional Development Activities will include:

Activity#1: Teachers and supervisors will receive professional development in the Common Core Learning Standards (Reading Informational Text Standard 1 & Reading Informational Text Standard 10; Writing Standard 1; Speaking/Listening Standard 1; and Language Standard 6.

Activity#2: Contracting of Literacy and Math coach to address areas of need such as Designing Coherent Instruction; Using Questioning & Discussion Techniques; and Using Assessment for Instruction and Best Practices.

Activity #3: Development of rigorous curricula in content-specific teams.

- b) Key personnel and other resources used to implement these strategies/activities:
These professional development sessions will run bi-monthly, serving a team of 30 teachers and 7 administrators for a total of 5 months. Stakeholders involved will include 7 supervisors, 1 UFT staff developers and 30 teachers.
- c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments:

- Teachers' collaboration with other teachers, supervisors, parents and education professionals to ensure student success, particularly the success of students with special needs, English language learners and those at risk for failure.
- Teachers' use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed and evaluating learning using multiple sources of evidence.
- Teachers' consistent and deliberate efforts to set high expectations for all students and help students learn as measured by formative /summative assessment growth measures.
- Teachers' contribution to positive academic attitude and social outcomes for students as measured by regular attendance, on-time promotion (through credit accumulation), on-time graduation, college preparedness and cooperative behavior.

d) Timeline for implementation:
Five Months February 2013-June 2013

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.

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

Service and program coordination:

OTPS (Title I Priority/Focus):

1. Achieve 3000 software program to improve reading comprehension, including consulting services and professional development activities.
2. Casenex, LLC school/pupil/parent data tool, including consulting services, tech support and on the job training.
3. Kaplan SAT prep classes will be offered to students on Saturdays.
4. Curriculum & Development opportunities for all staff (teambuilding, instructional planning, and strategic programming and student support systems).

OTPS (SIG):

Educational Consultants (AUSSIE) and professional development to support 5 ELA & 4 Math teachers.

Per Session (SIG):

Funds will be allocated for teacher and supervisory professional development sessions, teacher team meetings and workshops led by academic supervisors, the UFT staff developer and external PD providers.



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

Major Recommendation:

Teachers should receive differentiated PD from the Network or other external expertise, specifically structured to introduce a variety of strategies, such as group work, student engagement and leadership, and questioning techniques. School leaders should be responsible for monitoring the impact of PD in the classroom (JIT March 16, 2011, page 4).

Tenet #4 TEACHER PRACTICES AND DECISIONS:

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3:

By June 2013, 100% of teachers will receive differentiated PD from internal and external staff developers to enhance teacher practices in the use of data driven instruction (assessments) and questioning techniques which will be evidenced by increased attendance and passing rate at the end of each marking period.

a) Strategies/activities that encompass the needs of identified student subgroups:

Activity#1: Conduct needs assessment for improving teacher practice. Supervisors will engage in a collaborative effort to review and identify areas of need for teachers including past observations and teacher self-assessments.

Activity #2: Supervisors will have unlimited access to the Teachscape online professional learning resources such as videos of classrooms pre-evaluated for each level of proficiency, interactive questioning and answering activities to match indicators of elements to search for in a classroom, video observation samples and access to the Danielson rubric.

Activity #3: provide professional development activities for 30 teachers to include access to the Teachscape Classroom Data Collection tool and professional learning resources. Teachers will also have access to the following content series via a face-to-face workshop model:

- Reflect and Walkthrough training Workshops
- Deepening Understanding of Danielson
- Mathematics (Questioning & Assessments) Coaching
- English Language Learners
- Effective teaching strategies
- Literacy (Questioning & Assessments) Coaching
- Using Data for Instructional Planning

All professional development activities will be implemented once per week for a period of five months. A team of seven administrators and 30 teachers will be impacted.

b) Key personnel and other resources used to implement these strategies/activities:

30 Teachers and 7 Supervisors

c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments:

- Implementation of a streamlined classroom observation process using a common evaluation instrument
- Integration of custom rubrics
- Feedback collected from frequent classroom walkthroughs (twice per week) will be shared among the supervisors as to evaluate the effectiveness of the differentiated and targeted teacher professional development sessions as evidenced by enhanced teacher questioning and assessments strategies incorporated in the lessons.
- Teacher teams will meet bi-monthly to analyze student work and assessment results that will inform the next unit of planning. Through reflection and interdisciplinary walkthroughs, teachers will partake in peer evaluations and provide feedback to their colleagues as to promote effective teaching strategies.
- Teacher effectiveness will be measured by student's performance on bi-monthly assessments and the evidence gathered during team meeting to reflect how student data was used to for instructional planning.

d) Timeline for implementation:

Five Months (February 2013-June 2013)

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.

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Service and program coordination:

OTPS (SIG):

Teachscape: Educational consulting services will be contracted to support professional development activities and the purchase of a site license for the Teachscape software PD learning system.

OTPS (Title I Priority/Focus):

Textbooks and academic resources to support teaching and learning in the core academic areas.

CaseNex LLC. Professional development services for administrators on the use of Skedula to support teachers with instructional planning.

Per Session (SIG):

Funds will be allocated for teacher and supervisory training sessions, teacher team meetings and workshops led by the UFT staff developer and external PD providers.

Teacher, Guidance Counselor, Supervisory and secretary per session for coordination/administration of PM school and Saturday Prep Academy.

Per Session (Priority/Focus):

Teacher, Guidance Counselor and Supervisory per session for coordination/administration of afterschool and Saturday Regents prep Academy.

GOAL AND ACTION PLAN#4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Major Recommendation:

Protocols should be established that identify at-risk students and place them with the appropriate support staff and programs to meet their needs both during the school day and after school on Saturday. Additional training should be provided for teachers on using the new at-risk student electronic data identification system. The network should assist the school in reviewing the materials being used in at-risk support programs to assure that they are research based and directly linked to the needs of identified subgroups (JIT March 16, 2011, Page 12).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH:

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4:

By June 2013, 100% of the school community (staff, students, and parents) will participate in the development and implementation of a school wide behavior policy to promote a school environment that is safe and conducive to learning as evidenced by a decrease in the number of incidents.

a) Strategies/activities that encompass the needs of identified student subgroups:

Activity #1: Provide academic intervention via an expanded learning program (PM School and Saturday Academy Program) will be provided to students who fail the January 2003 Regents and term 1.

Activity #2: Provide opportunities for peer mediation and SBST support services for a group of 50 students who are not meeting educational goals. These services will include individual and group counseling for the most at risk students, and an academic retreat (during the spring term). These services will be offered continuously through a distributive counseling model for a period of five months. Approximately 125 students will be impacted.

Activity #3: Provide at least three educational parent workshops/intervention sessions during a five month period to service parents of at-risk students. Particular focus will be placed on students who have received promotion-in-doubt letters.

Activity #4: Implement an attendance improvement plan to target tier 1 students (30-40% absences); tier 2 students (41-60 absences), and tier 3 students (61 or more absences). The attendance team will meet weekly to monitor student attendance and implement strategies to improve student attendance to reach our school goal of 75% by June 2013. Student incentives will include celebratory t-shirts, luncheons and awards recognition for perfect attendance and gift cards. If tier 1 and 2 students attend school regularly for the months of March-June it will increase the average daily attendance by 15%.

b) Key personnel and other resources used to implement these strategies/activities:

Teacher Regular Grades Per Session: 10 Teachers x 180 hours for a total of 6 sessions
Supervisor Per Session: 1 supervisor X 22 hours for a total of 6 sessions
Guidance Counselor Per Session: 2 Guidance Counselors X 75 hours each for a total of 2 hours per week.

Teacher Special Education Per Session: One teacher X 150 hours for a total of 30 sessions
IEP teacher will collect student data, schedule and coordinate IEP meetings. Teacher will help increase parent participation in their children's post-secondary plans/careers. Encourage students to self-assess, self-reflect on obstacles impeding the progress towards the general education curriculum. Students with an IEP will take a more active role in the development of a behavior intervention plan that is aligned to their academic and future goals.

- c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments:
- 5% decrease in suspension rate
 - 15% increase attendance (general school – (3rd period) and period attendance)
 - Continuous academic monitoring and assessment of progress – better scholarship (as measured by the percentage of students who are passing all classes every marking period. Our goal is to achieve a 10% increase in marking period scholarship.
 - No behavior referrals from classroom teachers
 - Punctuality: A 20% decrease in late arrival to school and during transitions throughout the school day.
- d) Timeline for implementation:
Five Months (February 2013-June 2013)

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.

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Service and program coordination:

OTPS (Title I priority/Focus):

- Student incentives for academic achievement will include:
Recreational/educational afterschool activities and student field trips will be conducted for students who meet academic achievement benchmark for marking period 1 and marking period 2. Additionally, tier 1 students (30-40 absences), tier 2 students (41-60 absences) and tier 3 students (61+ absences) who meet overall attendance goal of 75% will participate in special awards assemblies, luncheons and/or will receive gift card incentives for most improved attendance each month. We project approximately 45-50 student participants for each event. Additionally, 4-8 awards recognition assemblies including 4 breakfast for students with perfect attendance & 4 luncheons for students who are most improved will be provided for the

months of March-June. Each student meeting these criteria will participate in a raffle for a \$25 gift card incentive each month.

- Retreat for at-risk students:

A mixed group of 50 students (grades 10-12) will participate in an overnight retreat to Ramapo, New York. In collaboration with Ramapo for Children staff will engage our students in teambuilding activities and new adventures in an inclusive environment that promotes positive behavioral change and help support learning and personal growth. Student participants will work on relationship-building skills such as collaboration, cooperation, leadership, and conflict resolution through outdoor, adventure-based activities. This overnight experience will include transportation to and from school, meals and planned activities for all student participants.

- Four College trips for students:

A total of four college trips to Rutgers & Montclair University, Stony Brook & Hofstra University, Manhattan College & Lehman College, Pace University and Fairfield University. Approximately 50 students will partake in these trips. The projected cost for each trip is \$3,050.

- Educational Consultant and motivational speakers

A team of 3 social workers and support staff from Partnership With Children will be contracted to work with at-risk students and their families. A special motivational presentation/performance by Four Kings Productions will be held at the beginning of term 2 to address social issues that have been identified as troublesome for our youth such as drugs, gang violence, and bullying.

Per Session: Funds will be allocated for staff trainings to include behavior modification strategies, staff meetings and intervention sessions with students, parents and staff.

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

Major Recommendation:

Parents should be surveyed, and the information should be used to create systems that encourage parents to play a more active role in their child's education. School leaders should seek dialogue with the PTA and the Network in identifying proven strategies in similar schools for strengthening parental involvement. The full potential of Skedula as a tool for keeping parents informed should be maximized (JIT March 16, 2011, page 9).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT:

- | | |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5:

By June 2013, 100% of the parents will receive updates of their children's progress and will be invited to participate in at least two training sessions on interpretation of student data to support their children's learning as measured by increased attendance at school trainings as well as increase student achievement.

a) Strategies/activities that encompass the needs of identified student subgroups:

Activity #1: Informational Meetings: Two ELL Parent Information Meetings will be held (Fall/Spring). Additionally, three intervention sessions will be scheduled in a period of five month to discuss academic progress of ELLs and draft collaborative educational plans with parents to ensure timely graduation of ELLs. Approximately 60 parents and 60 students will participate in these sessions. Translation/interpretations services will be available for parents of ELLs.

Activity #2: Field Trips: Conduct two family field trips for cultural enrichment and four trips intended for college exploration. Two parent trips will be held to promote parent networking and cultural enhancement. It is expected that approximately 25 families will participate in these activities. Also, four college campus tours will be planned during the spring to expose more students and families to various CUNY, SUNY and community colleges. Approximately 100 students and parents will participate in these college tours.

Activity #3: Workshops: Conduct one ACCESS parent workshops for Student with Disabilities each term. Approximately 60 students and their families will participate in these workshops. Additionally, at least two college financial aid workshops will be to all parents and 12th grade students (approximately 100 families). One Common Core Parent Workshop will be offered to all parents (approximately 250 families). One writer's workshop culminating activity showcasing students' work in the spring term. All parents and students and school community will be invited to participate. This event will highlight the work of students enrolled in 11th grade English. (Approximately 125 students and their families).

Activity #4: School-Wide Events: Organize a school-wide Holiday Dinner & Mother's Day celebration. These events will take place in the fall and

spring term and will include to all parents (approximately 250).

b) Staff and other resources used to implement these strategies/activities:

30 Teachers, 2 guidance counselors and 7 supervisors.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Monitor teachers' feedback on Pupil Path.
- Provide teacher training on Skedula to improve communication with staff, students and parents (monthly meetings/training sessions)

d) Timeline for implementation:

Five Months (February 2013- June 2013)

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.

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

Service and program coordination:

OTPS (Title I Priority/Focus):

School Supplies including printing and communication devices to support communication between school-home community.

Professional development services will be contracted for Skedula training and student data analysis.

Services will be contracted for college tours (CUNY, SUNY and Private institutions) for students and their families.

Parent Engagement activities (school planning meeting with School Leadership Team and PA members, awards assemblies, cultural enrichment activities and school community events).

Per Session (SIG):

Funds will be scheduled to provide for teacher, guidance counselor, secretary and supervisory per session for all afterschool meetings/training sessions.

ACADEMIC INTERVENTION SERVICES (AIS)

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	Frayer Model Close Reading	Small Group Tutoring	Saturday Academy During the school day
Mathematics	Frayer Model Close Reading	Small Group Tutoring	Saturday Academy During the school day
Science	Frayer Model Close Reading	Small Group Tutoring	Saturday Academy During the school day
Social Studies	Frayer Model Close Reading	Small Group Tutoring	Saturday Academy During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer mediation Counseling RTI Behavior Evaluation	Small Group One-to-one Family Counseling	During the school day During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Strategies for Recruitment:

Vacancies will be posted via the open market system.

Participation in job fairs.

Strategies for Retention:

Job-embedded, differentiated professional development opportunities will be available to teachers year round. These sessions will be provided by our UFT teacher center staff developer during the day and after school.

Teachers will be encouraged to participate in high quality professional development opportunities provided by the Network and other outside entities.

Strategies for Assignments:

Teacher course preference surveys will be generated at the beginning of the school year.

Teachers will choose schedule preferences (e.g. regular or late session time).

Teachers will have their own classrooms.

Teacher programming will be based on teachers' area of certification. Teachers will be encouraged to take graduate coursework in other areas (e.g. bilingual instructions, SWDs, etc.) in order to get them to be highly qualified.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen	District 07	Borough Bronx	School Number 655
School Name Samuel Gompers CTE High School			

B. Language Allocation Policy Team Composition

Principal Ms. Joyce Mills-Kittrell	Assistant Principal Ms. Yira Salcedo
Coach Ms. Ollie Fields Thacker	Coach type here
ESL Teacher Leticia Domenech/Aladji Sow	Guidance Counselor Ms. Miguelina Infante/Ms. Paez
Teacher/Subject Area Ms. Alice Soler/History	Parent type here
Teacher/Subject Area Ms. Mildred Alberty/Science	Parent Coordinator Ms. Sandra Generoso
Related Service Provider Mr. Peter Spence, AP SpEd	Other type here
Network Leader Ms. Jayne Godlewski	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	683	Total Number of ELLs	111	ELLs as share of total student population (%)	16.25%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	30	25	26	26	107
Push-In	0	0	0	0	0	0	0	0	0	13	0	2	8	23
Total	0	0	0	0	0	0	0	0	0	43	25	28	34	130

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	38	29	35	32	134
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	1	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	38	30	35	33	136								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

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

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

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

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

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

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

Long-Term ELLs and SIFE

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

A. Programming and Scheduling Information

ELLs with Special Needs:

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

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

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

Advanced ELLs:

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

6. Teachers of ELLs use the following materials:

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

Specifically, teachers use the following texts:

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

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

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

Passages, Richards and Sandy, All Levels

Grammar in Context, Elbaum --All Levels

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

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

Preparing for the NYSESLAT: Attanasio & Associates

Preparing for the ELA Regents --Amsco

Preparing for the ELA Regents -- Kaplan Summer School Program

7. Teachers of ELLs use the following techniques:

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

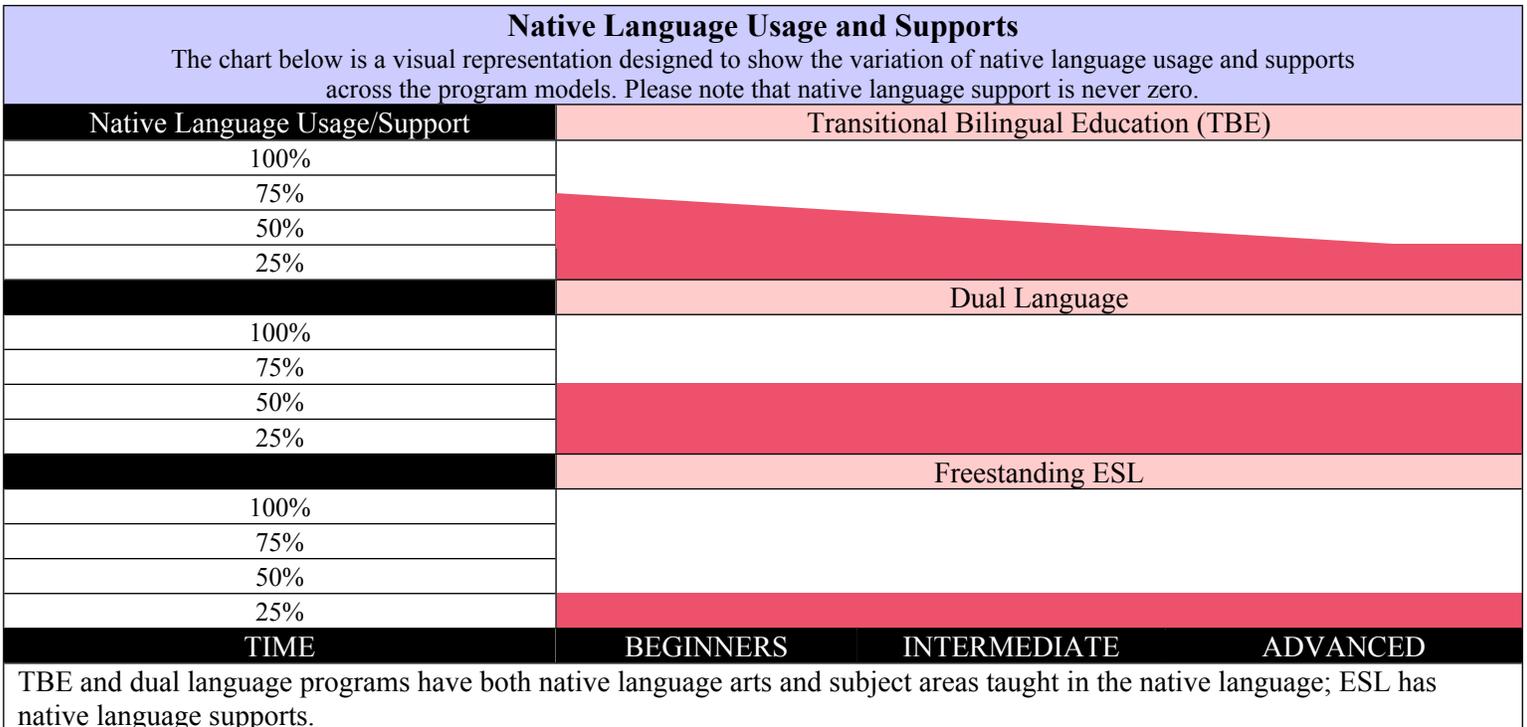
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

8. Our targetted intervention programs for ELLs include the following:

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

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

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

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

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

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

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

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

16. All students are required to complete a summer school reading program. Our school is not open during the summer so we encourage our students to apply to summer school when necessary. Currently, we do not offer a bridge program, but are contantly seeking funds to

make this a reality for our students as we feel such a program would greatly benefit our youngsters.

17. We offer Spanish as an elective language.

C. Schools with Dual Language Programs

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

Not Applicable.

D. Professional Development and Support for School Staff

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

Professional Development Program:

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

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

Bilingual Teachers:

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

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

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

Math: Mrs. Campbell (not Certified Bilingual)

Science: Ms. Alberty--Certified bilingual

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

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

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

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

3. Samuel Gompers will provide teachers with on-going professional development opportunities conducted in teacher-study groups facilitated by the UFT Teacher Center Liaison, Ms. Ollie Fields-Thacker. This year's study group will use the book "Classroom Instruction that Works with English Language Learners," written by Ms. Jane D. Hill and Ms. Kathleen M. Flynn. The study group will take place during after-school sessions that will utilize the current student population as a springboard for discussion. Teachers will participate in

workshops for two hours each month in order to learn different ways to utilize writing as a means to encourage accurate standard American English writing. On-going training workshops facilitated by Ms. Thacker will focus on the development of ESL rubrics akin to those used for the NYSESLAT and the new ELA regents Examination in order to streamline grading and allow students familiarity with this type of grading. Literacy strategies such as multiple intelligences, differentiated instruction, study groups, writing workshops, portfolio assessments, and accountable talk will round out the primary goals of the PD program.

E. Parental Involvement

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

Parental/Community Involvement:

1. ESL workshops will be given to parents once per month including opportunities for cultural experiences throughout the entire school year. Parents will be afforded the opportunity to better their own English skills with ESL tutorials. English language acquisition along with strategies that may better assist their child with homework, reading, writing, speaking, and listening will be the focus of the workshops.
2. Samuel Gompers is a partner of The Leadership Program, Urban Arts Partnership and Creative Connections. CBO providers will hold various workshops throughout the school year. Topics will include: health and nutrition, reading and writing with your child, the U.S. citizenship application process and becoming a partner in your child's education. Additionally, translation and interpretation services will be provided throughout the school year.
3. Parental needs are based on Ms. Generoso's (Parent Coordinator) parent survey which is conducted at the beginning of the school year in both English and Spanish.
4. Routinely, parents have requested that our school continue to offer translation services, language classes/instructional sessions, and our new adult learning education program that assists the community with technical and computer-based training and work-readiness skills. Parents also request that our school offer cultural events such as the Annual Mother's Day and Holiday Show as well as other school-wide events and family trips.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	5	6	4	2	17
Intermediate(I)	0	0	0	0	0	0	0	0	0	14	13	11	11	49
Advanced (A)	0	0	0	0	0	0	0	0	0	8	6	11	13	38
Total	0	0	0	0	0	0	0	0	0	27	25	26	26	104

NYSESLAT Modality Analysis

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	83		11	
Integrated Algebra	130		15	
Geometry	38		3	
Algebra 2/Trigonometry	11		1	
Math				
Biology				
Chemistry	21		1	
Earth Science	6		3	
Living Environment	130		11	
Physics				
Global History and Geography	175		3	
US History and Government	64		4	
Foreign Language	10		20	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. Currently, our school administers the Pearson ELL Diagnostic Assessment tool to assess the early literacy skills of our ELLs. In addition to this assessment we review the Grade 7 and 8 English language Arts assessment that measure students ability in the following areas: Information and Understanding and Literacy Response and Expression. As a final measure, we review the NYSESLAT proficiency levels to program students for the most effective educational program. The data shows that our ELLs literacy skills are overwhelmingly below average and that our students need an intensive amount of support in order to achieve proficiency. This information is helpful to our school since it allows us to modify our instructional program to best serve the needs of these students. For example, we realize that we need to focus on non-fiction works and to provide print-rich classrooms with Native language support as well as to increase ELLs use of academic vocabulary and language acquisition in both LB1 and LB2 (our Newcomers and Beginning level courses. As per the 2010-2011 RLAT, we have a majority of Intermediate ELLs with 49 scoring at this level. The second largest group is Advanced with 38 students and then Beginning with 17 students. Overall we have 46 Special Education ELLs that are in our ESL program.

2. The data patterns reveal the following:

Grade	Proficiency Level			Total
	Beginning	Intermediate	Advanced	
9	5	14	8	27
10	6	13	6	25
11	4	11	11	26
12	2	11	13	26
Subtotal	17	49	38	104

3. The data shows that we have a majority of Intermediate level ELLs with variant populations for Beginning (17) and Advanced (38). When reviewing our NYSESLAT Modality Analysis it shows that a majority of our ELLs are proficient in Listening and Speaking and on an Intermediate level for Reading and Writing. Therefore, we intend to increase efforts to bring the Reading and Writing skills to a proficient level via small group instruction, differentiated learning, computer-based reading and writing programs and backstopped by continual teacher training and professional development workshops.

4. ELLs have the ability to take most New York State Assessments in their Native Language in addition to having the English version of the Regents exam as a guide. Currently, we do have have breakdowns of students and whether they completed the Regents in their Native Language and/or English versions.

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

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

5. NA

6. We evaluate our success of our ELL program by determining the percentage of students who have tested proficient in the NYSESLAT and who have moved up one or two levels. Our program is also successful when our students pass any of the New York State Regents assessments and if ELLs graduate with a Regents, and/or Advanced Regents diploma. Some ELLs even graduate with a CTE endorsed diploma. Instruction, differentiated learning, computer-based reading and writing programs and backstopped by continual teacher training and professional development workshops.

4. ELLs have the ability to take most New York State Assessments in their Native Language in addition to having the English version as a guide, except for the ELA Regents. Currently, we do have have breakdowns of students and whether they completed the Regents in their Native Language and/or English versions.

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: Samuel Gompers CTE High School

School DBN: 07X655

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miguelina Infante/Marilyn Paez	Guidance Counselor		1/1/01
Jayne Godlewski	Network Leader		11/4/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 02 **Network:** CFN 206

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

Part A: Needs Assessment Findings

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

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

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

Parent Orientation Meetings Academic Intervention Services

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

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

All Parent Events Call for an Interpreter:

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

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

Part B: Strategies and Activities

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

We plan to provide the following written translation services:

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

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

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

We plan to include the following oral interpretation services:

Oral interpretation services will be provided by the following:

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

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

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

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

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: Samuel Gompers CTE High School	DBN: 07X655
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 100
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: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

I. Rationale:

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

After-School Academic Intervention Services for ELLs with Parental Inclusion

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

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

Based on a review of the spring 2012 NYSESLAT scores and from the most recent introduction of the Level 1 ELL students into our school, it is evident that a need to target the following areas exists:

- ❑ Writing/Prewriting: creation of a GO (Graphic Organizer)
- ❑ Writing an essay or story: Imaginative story or personal essay that was planned for in the prewriting exercise
- ❑ Editing: student self corrects errors
- ❑ Reading: Everyday topics and language, literature texts, maps, charts, schedules and calendars
- ❑ Answering multiple-choice questions to assess cognitive and analytical proficiency stressed in the standards: (i.e. focus on main idea, facts, inferences, vocabulary, sequence interpretation and social communication)

Part B: Direct Instruction Supplemental Program Information

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

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

Entitled ELLs (Grades 9-12)

Former and Long-Term ELLS (Grades 9-12)

Sp. Ed. ELLs (Grades 9-12)

III. Schedule and Duration:

After-School Tutorials and Academic Intervention Services for ELLs will run from October 2012 – June 2013 and will be scheduled as follows:

Tuesday & Thursday: 3:00 p.m. – 4:00 p.m.

IV. Materials:

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

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

Ultimately, our goal will be to increase ELLs overall academic performance by showing an increase in performance level as shown on the NYSESLAT (20% increase in English language proficiency by June 2013).

Part B: Direct Instruction Supplemental Program Information

V. Language of Instruction:

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

No. and types of certified teachers:

One (1) Certified ESL Teacher

One (1) Content Area Teacher

VI. Types of Materials:

Samuel Gompers CTE HS intends to continue to have a writing initiative that includes differentiated instruction, Bloom's taxonomy and the incorporation of Journal activities to ameliorate the writing instruction. Students will be asked to read a variety of texts, and to write in a variety of modalities. As a target group, our L1 students have failed the NYSESLAT based predominately on the Reading/Writing sections of the examination. Hence, our focus will be to include a variety of writing activities. Students, 100 in total and from a variety of grade levels, need to increase their production as well as their retention and comprehension.

Materials will include:

Journal

Empower 3000—Web-based reading comprehension and writing program

NYSESLAT Review Books

Other software applications resources to Improve Reading and Writing:

My Access!

Achieve 3000

BrainPop

SmartBoard

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

I. Rationale:

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

II. Teachers to Receive Training:

All content area teachers, ESL and special education teachers.

III. Schedule and Duration:

Action research focus groups will meet once a month in the UFT Teacher Center after school hours starting in November 2012 through June 2013 from 3:30 – 4:30 p.m.

IV. Topics to be Covered:

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

V. Name of Provider:

Ollie Fields-Thacker, UFT Teacher Center Liaison

Ms. Domenech, ESL Licensed Teacher

Reading Comprehension Software vendor (Empower 3000)

Part D: Parental Engagement Activities

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

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

Begin description here:

I. Rationale:

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

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

In addition, the guidance team will meet with parents 3 times this year. The first meeting will be to introduce the program. During the second meeting, all stakeholders will analyze progress. The final meeting will be held to celebrate completion of program. The following areas will be addressed as part of the program:

- Helping students with Math and English.
- Assisting ELLs with SAT preparation.
- College research and application/FASFA process.
- Undocumented student information.
- Assisting with Regents Preparation through Regentsprep.org

II. Schedule and Duration:

ESL workshops will be given to parents at least once per month as well as offer cultural experiences throughout the entire school year. Parents will be afforded the opportunity to better their own English skills with ESL tutorials held on the last Tuesday of the month from 5:30 – 7:30PM. This program will begin tentatively, on November 1, 2012. English language acquisition along with strategies that may

Part D: Parental Engagement Activities

better assist their child with homework, reading, writing, speaking and listening will be the focus of the workshops.

ELLs will meet with counselors afterschool 2 times a week from 3:30 – 4:30 pm from November 2012 - June 2013.

All activities/programs will end on June 2013. Title III funds are used to support these activities.

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

III. Topics to be Covered:

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

Computer Literacy

Helping your child with homework

Reading with your Child

Home-School-Community Environments

IV. Name of Provider:

Ms. Domenech, ESL licensed teacher, and Ms. Paez and Ms. Infante, Bilingual Counselors.

V. How parents will be notified of these activities:

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		