



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: ALFRED E. SMITH CTE HIGH SCHOOL**

**DBN (i.e. 01M001): 07X600**

**Principal: EVAN SCHWARTZ**

**Principal Email: ESCHWAR2@SCHOOLS.NYC.GOV**

**Superintendent: ELAINE LINDSEY**

**Network Leader: BARBARA GAMBINO**

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Evan Schwartz	*Principal or Designee	
Christine Gross	*UFT Chapter Leader or Designee	
Ivette Durstenberg	*PA/PTA President or Designated Co-President	
Ruth Perkins	DC 37 Representative, if applicable	
Javaughn Palmer	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Nilsa Delgado	Member/ Parent Coordinator	
Baldino Baldeo	Member/ Student Representative	
Tashia David	Member/ Parent Representative	
Ken Irish Bramble	Member/ UFT Representative	
Rosa Hernandez	Member/ Parent Representative	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

### **Priority schools implementing a whole school reform model in 2013-14 are required to:**

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

## Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### **Priority Schools Only**

	<b>Expanded Learning Time (ELT) Program Description</b>
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### School Information Sheet for 07X600

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	390	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	16	# Music	N/A	# Drama	N/A
# Foreign Language	9	# Dance	N/A	# CTE	26
School Composition (2012-13)					
% Title I Population	73.2%	% Attendance Rate			76.5%
% Free Lunch	83.6%	% Reduced Lunch			7.0%
% Limited English Proficient	12.2%	% Students with Disabilities			24.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			35.7%
% Hispanic or Latino	62.5%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	0.8%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.34	# of Assistant Principals			4
# of Deans	N/A	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			20.3%
% Teaching with Fewer Than 3 Years of Experience	9.5%	Average Teacher Absences			5.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	62.6%	Mathematics Performance at levels 3 & 4			51.4%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			50.8%
6 Year Graduation Rate	61.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			No
Economically Disadvantaged	Yes				

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP

#### **Describe the strengths of your school's 12-13 SCEP.**

The strengths within our 2012-2013 SCEP include the following:

- Targeted tutoring for January and June Regents, to include Saturday sessions
- Implementation of the Annualization Policy, increasing the number of students obtaining 10 or more credits toward graduation requirements
- Implementation of the online grading system, SKEDULA, allowing parents access to their child's academic progress and attendance as well as assignments and anecdotal records
- Implementation of Advisory classes, grades 9 & 10
- Weekly Professional Development structured sessions allowed for growth and development among staff
- Increased technological access and the internal server with Safari Montage
- Lead Teachers in Math, ELA and Science provided added support to teachers
- Improved programming for ELLs and Students with Disabilities was implemented
- Increased family engagement
- Improved attendance with a concerted effort school wide

#### **Describe the areas for improvement in your school's 12-13 SCEP.**

The following areas were targeted for improvement:

- Overall school attendance
- Graduation rate
- Common Core Aligned units of study across disciplines
- Focus on academic credits achieved by each student across grade levels
- Increased tutoring opportunities for students after school and on Saturdays

#### **Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.**

Barriers and challenges included the following:

- Junior and Senior status students needing more credits than they were able to achieve, even with the after school opportunities
- Students designated Long Term Absences (LTA) that our efforts could not improve, despite multi-faceted approaches with outreach
- Staff members who remained resistant to change
- Teacher licensing not aligned with school's needs

#### **Describe the degree to which your school's 12-13 SCEP was successfully implemented.**

The overall implementation of our SCEP was successful, particularly with regard to improved attendance rates throughout the school year. There was a positive impact with regard to school culture, building sports teams and implementing a uniform

policy embraced by our students and their families. Tutoring was successful for most students as was implementation of advisory classes for grades 9 and 10.

Attendance at teacher team meetings remained consistent.

**Were all the goals within your school's 12-13 SCEP accomplished?**

Yes

X

No

**If all the goals were not accomplished, provide an explanation.**

Explanation:

We were unable to meet our goal of 60% graduation rate, despite the multiple lens approach to making improvements. The greatest factor impacting this outcome was the number of students unable to successfully obtain their remaining credits and/or pass the required Regents Exams. This was the first year under new administration with a number of initiatives, making the transition challenging for staff and students to adjust to. More time is needed to achieve the goals.

**Did the identified activities receive the funding necessary to achieve the corresponding goals?**

X

Yes

No

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP

**Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.**

Developing the new SCEP:

Anticipated barriers/challenges include the following:

- Time for newly hired teachers to develop
- 5<sup>th</sup> year students that continue to struggle with obtaining the graduation requirements in both credits and Regents exam outcomes
- Passing rates in all content Regents exams

**List the 13-14 student academic achievement targets for the identified sub-groups.**

The student achievement targets for identified sub-groups:

- (1) Increased number of bilingual classes offered to 9<sup>th</sup> and 10<sup>th</sup> grade Beginner Level students with improved outcomes
- (2) Increased number of students testing Proficient in all components of NYSESLAT in 2014
- (3) Increased passing rate of ELA Regents Exams for English Language Learners in Grades 11 and 12
- (4) Increased number of Students with Disabilities passing Regents Exams in Grades 9 and 10.
- (5) Passing grades for students with disabilities on Regents Competency Exams for grades 11 and 12 to obtain Local Diploma
- (6) Implementation of SKILLS-USA for SWD's entering in self-contained settings to allow access to requirements for Career and Occupational Certification and/or CTE endorsement on their diploma
- (7) Improved number of credits obtained by both ELLs and SWDs for the school year.

**Describe how the school leader(s) will communicate with school staff and the community.**

Description of communication with staff/community:

To continue the implementation of a more inclusive and transparent school community, administration will continue to ensure all correspondence sent home will be in English and students' home languages. Additionally, the use of phone blasts and flyers will continue to be a method of outreach. Our online grading system, SKEDULA, provides email messages to be sent. Our Parent Coordinator will continue to be a point person for all parents visiting the school.

To communicate with staff, our administrative team continues to utilize weekly calendar with events distributed via email and paper copies in staff mailboxes. The opening day packet contained a Professional Development calendar outlining the dates and

topics for the 203-2014 school year.

**Describe your theory of action at the core of your school's SCEP.**

Theory of action at the core of your school's SCEP is as follows:

- With parents, students and staff, Alfred E. Smith will continue to show progress in all areas that will lead to improved graduation rates
- With our educational and community partners, AES will build a strong and committed community of learners that will achieve internships and post secondary careers for all of our students
- With the implementation of graphic design as a new CTE component, we will increase the number of female students and increase the number of students that select AES as their number one choice to attend
- With consistent and transparent leadership, the staff will further develop and grow to increase rigor and relevance across all disciplines of study
- With committed from our teachers, we will build strong interdisciplinary connections between our academics and our CTE components

**Describe the strategy for executing your theory of action in your school's SCEP.**

Executing theory of action:

- Consistent faculty meetings and grade team meetings offering meaningful professional development
- Technology support for all staff to ensure state of the art, cutting edge opportunities for all of our students as well as addressing their learning styles
- Semiannual professional development with industry leaders to adjust our course as needed
- Increasing community based partnerships to increase post-secondary options for all of our students
- Building a community spirit that launches AES into the spotlight as the Number 1 CTE High School in NYC and the Nation

**List the key elements and other unique characteristics of your school's SCEP.**

Key Elements and unique characteristics:

- CTE components for auto technician and auto body with state of the art shops and equipment
- Implementation of a new graphic design program to offer alternate post-secondary careers
- Teachers willing to work in grade teams and across disciplines to improve our students' outcomes
- Support partners that offer data analysis, helping all of AES to improve student outcomes
- Advisory across all grades with dedicated themes and curriculum
- Implementation of a dedicated college office

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Evidence of school's capacity to oversee and manage the improvement plan:

- Team of assistant principals to observe and support each discipline
- Lead Teachers in key positions to offer support and lead development in their colleagues
- Common Core Aligned Lessons with Performance Tasks in ELA and Mathematics
- Collection of unit plans with feedback provided to teachers
- Consistent observations/feedback through the Danielson Framework with frequent check in by Principal Schwartz and our Network.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to recommendations made in the 2012-2013 Quality Review, the school must strengthen the organizational decisions to ensure that structures are in place to support the school's instructional goals that will lead to improved student outcomes.

<b>Review Type:</b>	Quality Review Report	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>2.2 School leader's vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
<b>2.4 School leader's use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By August 2014, there will be a 4% increase in the graduation rate.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Beginning in September 2013, the principal restructured the school day to ensure that teachers have common planning time to discuss student progress, evaluate student work, and conduct case conferencing meetings.
2. Beginning in September 2013, Alfred E. Smith CTE High School established a Student Advisory course for every student to ensure that each young person has a relationship with at least one caring and nurturing adult in the building. Research studies have shown that students are more successful when someone takes a genuine interest in their academic and personal growth.
3. Our guidance department has been strengthened to address the needs of at-risk students. The guidance counselors provide counseling services to address the social and emotional needs of our students. During these sessions, guidance counselors provide academic counseling, review transcripts, identify needs for at-risk students, and discuss graduation requirements and official status, and credit accumulation.
4. Beginning in September 2013, Alfred E. Smith CTE High School fully implemented an Annualization Policy. This new program will provide teachers with an opportunity to reverse students' grades based on their coursework completion and their mastery of the subject matter.
5. All ICT classes has implemented strategies to engage special needs students such as station learning, parallel teaching, learning centers, and the integration of technology in all classrooms.
6. All Cohort 2014 students who have not received a level of proficiency of 65 or higher on the core state assessments will be placed in Regents prep courses. In addition, students receive tutoring during their advisory periods.
7. After school and Saturday programs for tutoring and AIS services
8. Grade level and Content-Area Teams will monitor student progress and provide feedback to students and families through verbal and written communication and SKEDULA.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Administrative cabinet, Teachers, Guidance Counselors, Support Staff

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. A review of student progress and regents results after the fall semester will allow us to evaluate our progress towards this goal.

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

An annualized program is used for all courses to allow for a ten month period for students to meet the goals and master the skills necessary to achieve proficiency in the course

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2012-2013 Quality Review, the school needs to further develop curriculum to include rigorous CCLS aligned units and performance tasks that consistently challenge and cognitively engage all learners.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of teachers and paraprofessionals will receive weekly professional development on the Danielson Model of Teacher Effectives, Unit Planning, and developing rigorous Common Core units that challenge and engage students.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Monthly professional development will be provided to the staff on the Danielson framework.
2. Beginning in October 2013, we collaborated with our network, New Visions for Public Schools, to create a professional development series for our veteran teachers on unit planning and curriculum mapping. These series are intended to provide support for teachers as they attempt to plan lessons and develop instructional activities designed to engage students in the learning process. In the spring 2013, we will create a new session for our new teachers around data inquiry and using data to drive instruction.
3. Review of observations and feedback outcomes will be conducted by the school leadership to identify trends and inform future professional development sessions.
4. All teachers and support personnel will receive mid-year and end-of-year evaluations of classroom observation trends, alongside student performance outcomes, as a means to enhance instruction and determine the necessary artifacts for the NYCDOE's New Teacher Evaluation and Development System.
5. On February 3, 2014,
6. Teacher per session will be used for after school workshops for unit planning, smartboard training, and Danielson
7. Students
8. Outside vendors will be used to provide Common Core and Unit Planning training.
9. Students will participate in field work outside of school based on unit planning. Trips such as College tours, Science Museums, and a Physics Day event.
- 10.

<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Administrative Cabinet, Teachers, Guidance Counselors, Network Instructional Support, Network Leader and Support Staff
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. A review of agendas and minutes in a mid year evaluation review of units plans in the mid year eva will allow us to monitor progress..
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September 2013-June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. All teachers are programmed to allow for teachers to be available for common planning time to allow for grade, department, and full faculty meetings.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>x</b>	<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>		<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>	

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
According to the 2013-2014 Quality Review, most classroom lessons observed were typically teacher centered. Questions were generally lower level recall type primarily between teacher and student, which limited opportunities for student inquiry, accountable talk and student to student discussion. Instructional tasks reflected low challenge, thus stifling the school's ability to cognitively engage all learners in problem solving and higher order thinking that results in extended response and work products that integrate the Common Core Standards.			
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013
<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.		
<b>X</b>	<b>4.2 Instructional practices and strategies</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of students will engage in daily performance tasks that are aligned with the Common Core Standards in the core areas.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Lead Teachers and Assistant Principals in Math, ELA, Science and Social Studies, will utilize common plan to collaborate with teachers on teaching strategies and aligning units of study to the Common core Standards.
2. Strategic professional development has been provided to teachers and administrators on the NYS Common Core Standards and integrating strategies designed to help teachers provide multiple entry points into the curricula.
3. Weekly professional development will focus on helping teachers to engage their students in rich and rigorous evidence based conversations through text.
4. Grade Teams will develop monthly vocabulary list to ensure that student are constantly building the transferable vocabulary they need to access grade level complex texts.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>

1. Administrative Cabinet, Lead Teachers, and Instructional Support Team from Network.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. We will review unit plans at a mid year meeting with all teachers
- D. Timeline for implementation and completion including start and end dates**
1. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All teachers are programmed to allow for teachers to be available for common planning time to allow for grade, department, and full faculty meetings

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2012-2013 Quality Review, school leaders communicate high expectations to staff and students and are developing systems to support an ensure that everyone achieves their best.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>5.2 Systems and partnerships</b>		<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>	<b>X</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school community will work collaboratively to improve the culture of the school.

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
- Weekly calendars have been disseminated to the entire faculty to keep them informed about upcoming events and programs.
  - Daily announcements are made regarding tutoring opportunities, team meetings, and student and staff recognition.
  - The athletic teams and student advisory has been utilized to create a culture and celebrate the success of our population.
  - Clubs (e.g. Dance, Video, etc.) have been created through our partnerships with Creative Connections to address the needs of students to ensure that we create a safe harbor after-school program.
- B. Key personnel and other resources used to implement each strategy/activity**
- Administrative cabinet, Teachers, Support Staff, Creative Connections
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- A review of the Learning Environment survey will give us the targets and areas needed.
- D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All students end at the same time to allow for after school programs and full staff PD

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	<b>PF AIS</b>		<b>PF CTE</b>	<b>x</b>	<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2012-2013 Quality Review, the school has improved attendance by a rate of 83.55 which was an increase of 9.5% the previous year.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-20133	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>X</b>	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will have an overall attendance rate of 86%.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

- Beginning in September 2013, the Assistant Principal/Organization and Guidance Counselors met with all overage and under credited students and their families.
- The attendance support has consistently monitored student progress and identified at-risk students.
- The attendance support staff meets with the Assistant Principal/Organization on a daily basis to discuss students with chronic attendance issues and at-risk students.
- Students that pass all of their classes after each marking semester will receive a special incentive.

**B. Key personnel and other resources used to implement each strategy/activity**

- Assistant Principal/Organization, Guidance Counselors, Attendance Teacher, Family Worker, and support Staff.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- We will target 407's to reduce LTA's every month and we look at the daily attendance and cut reportson a regular basis

**D. Timeline for implementation and completion including start and end dates**

- September 2013-June 2013

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- The Attendance Support Staff will examine daily attendance and cut sheets to monitor student progress.
- Parent meetings will be held to address issues of tardiness and cutting.
- The Parent Coordinator and Guidance Counselors will conduct workshops on the impact of poor attendance on students' academic progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Expanded Learning Time (ELT) Program Description**  
**PRIORITY SCHOOLS ONLY**

**ELT Work Plan**

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

**Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

We have extended our school day to a 32 hour school week to in order to offer students the opportunities to stay on track with their regular graduation requirements and the Career and Technical Education Requirements as measured by credit accumulation and student scholarship reports, achievable by monitoring student attendance at the start and end of each day.

**Activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

**A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. **Common core aligned lessons, focusing on students collaboratively working together with scaffolds to promote learning, address various levels of learning and addressing each of the teacher effectiveness domains.**

**B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. **SAT and school activities that include fitness and health were coordinated with our partners extending the physical education classes providing our students with options to improved health and credit recovery. Tutors for Regents [prep are our regular school faculty.**

**C. Identify the target population to be served by the ELT program.**

1. For grades 9 and 10, all students are required to stay after school for tutoring in Math and ELA in order to maintain a passing grade point average. All students in grades 11 and 12 are required to attend Regents Prep tutoring in order to (1\_ address students with a score of less than 65 in all of the core content Regents required classes and (2) for students with a score of 65 to 74, tutoring focuses on improved outcomes in all content areas.

**Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 <sup>st</sup> Century	X	Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

**Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

**A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

Creative Connections and VisionEd, our partners in the 21<sup>st</sup> Century Grant. Creative Connections provides college and career readiness by providing a part time designated teacher to support students in researching and completing college applications for CUNY and SUNY schools, visiting college campuses, and focusing on career and college requirements. Creative Connections also provides SAT Prep class instructor dedicated to Saturday morning workshops throughout the school year. Additionally the coordinator provides workshops for students and parents for financial aid support and the application processes. VisionEd provides teachers providing 6 week intensive classes focused around STEM, fitness and dance instructors for academic enrichment and steel drum instructor providing an opportunity to experience music.

**B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

Both Creative Connections and VisionEd work jointly with our school to ensure seamless delivery of options for our students without overlap and have a history of working in collaboration for improved student outcomes. Frequent check in reporting to the state ensures the delivery of our programs.

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and**

**emotional growth.**

By providing opportunities for our students to extend their school day in the safe space of our school community, we are focused on improving the social and emotional growth of all of our students. This is accomplished in concert with our partners to ensure students learn how to interact with their peers and adults and have increased opportunities to experience a wide array of enriching experiences with our partners through college visits, workshops and increased. Hands on activities are provided through after school Robotics and opportunities for students to work in the CTE automotive classes and autobody classes.

**B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

Components for enrichment include, CTE classes in auto tech, media center for graphic designing, Fitness and health through dance, Steel drum music lessons, and STEM 6 week intensives. Students are also encouraged to participate in the video club and the Language Club to support our English Language Learners.

**C. Describe how the ELT program will address the unique learning needs and interests of all students.**

After surveying students, the ELT program intends to offer a variety of programs, such as Robotics, Video, Graphic Designing, Fitness and Dance, STEM, and Cultural Learning with the Language club.

**D. Are the additional hours mandatory or voluntary?****X****Mandatory****Voluntary****E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

NA

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

Student advisory in which all students participate in a 3- minute daily advisory period in small group setting with one teacher to ensure they establish strong relationships with at least one adult in the school community throughout their tenure. This advisor works with the students school counselor, the attendance office and the Dean's office to monitor student's social emotional and academic growth.

**G. Are you using an ELT provider procured using the MTAC process?****Yes****X****No****H. Describe how you are evaluating the impact of the ELT program on student achievement.**

**A constant review of scholarship data and credit accumulation is monitored to review the impact of the ELT**

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	ACHIEVE3000	Small group instruction in computer lab and/or school library on iPads as well as after school access instruction	Before and after the regular school day as well as through ESL and ELA enrichment during the school day in the computer lab and or library
<b>Mathematics</b>	Tutoring	Small group instruction and/or one-to-one instruction as needed	Before and after the regular school day in tutoring by teachers as well as lunch tutoring offered during the school day
<b>Science</b>	ACHIEVE 3000, eScience and Tutoring	Small group instruction and access to computer lab	Before and after the regular school day in tutoring as well as during the school day for eScience in the computer lab in small groups
<b>Social Studies</b>	Tutoring	Small group instruction and/or one-to-one instruction as needed.	Before and after the regular school day in tutoring by teachers as well as lunch tutoring offered during the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	One on one session provided by either the school psychologist, ERSSA social worker and student school counselors	One to one sessions	On an as needed basis to include before and after the regular school day, or at any time student is in crisis, or during lunch/advisory period as needed.

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

X The strategy for hiring includes dual licensed professionals in an effort to ensure highly qualified status for teachers. All teachers are assigned classes according to their licensing and no teachers are currently programmed to teach classes outside of their licensed content areas. Professional development targets are intended to retain teachers by addressing their technology support and any requests made by teachers to attend off site opportunities within their content areas.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

X Our annual Professional Development plan for 2013-2014 includes a strong emphasis on integrating common core standards into lessons/unit plans and is reinforced with support from Teachers College instructional coaches alongside our network coach providing 6 week intensive supporting common core aligned unit planning. Our calendar delineates specific dates for teachers to provide unit plans with opportunity for feedback from supervisors.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We utilize federal funding to develop and coordinate programs designed to provide academic enrichment and academic support in collaboration with Creative Connections and VisionEd to provide a series of extra-curricular activities in order to increase and extend student learning time as well as enhance the culture of the school through various clubs/activities.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Analyzing scholarship reports and examining student work in grade teams, teachers and administrators recognize the need for development of assessments that will aid teachers in developing entry points for each and every lesson. Assessments such entry/exit slips and surveys will drive instruction and allow for teachers to revise students' learning goals and addressing their skills in need of improvement.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Evan Schwartz</b>	Assistant Principal <b>Barbara Roman</b>
Coach <b>Billy Gioia, New Visions</b>	Coach <b>Crystal Belle, Teachers Colleg</b>
ESL Teacher <b>Phedra Medina</b>	Guidance Counselor <b>Stephanie Santos</b>
Teacher/Subject Area <b>Sonia Ortiz/Social Studies</b>	Parent <b>Ms. Durstenberg</b>
Teacher/Subject Area <b>Y. Velazquez/Mathematics/SE</b>	Parent Coordinator <b>Nilsa Delgado</b>
Related Service Provider <b>Julia Raykin</b>	Other <b>H. Martinez, ELA Lead Teacher</b>
Network Leader(Only if working with the LAP team) <b>Romina Carillo</b>	Other <b>K. Boyno, Math Lead Teacher</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>408</b>	Total number of ELLs	<b>65</b>	ELLs as share of total student population (%)	<b>15.93%</b>
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## Part II: 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										4	1	0	0	5
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										2	1	0	1	4
self-contained										2	1	1	1	5
<b>Total</b>	0	0	0	0	0	0	0	0	0	8	3	1	2	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	19
SIFE	21	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	25

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	8	8		4	7	1		1		12
Dual Language					0					0
ESL	16	5	11	15			22		7	53
Total	24	13	11	19	7	1	22	1	7	65

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE										8	4			12
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>12</b>								

\*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										27	13	6	19	65
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	28	13	7	19	67

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										11	4	2	2	19

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										6	4	2	13	25
Advanced (A)										10	5	2	4	21
Total	0	0	0	0	0	0	0	0	0	27	13	6	19	65

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	30		13	
Integrated Algebra	23	22	19	7
Geometry	12	12	5	5
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry		0		
Earth Science				
Living Environment	39	25	17	14
Physics				
Global History and Geography	23	12	9	4
US History and Government	8	8	1	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We examine the 8<sup>th</sup> grade ELA performance levels, alongside the NYSESLAT results. Additionally, this year, we administered the ELA Performance assessment and have carefully examined ELL results to identify skill areas in need. The ACHIEVE3000 program offers a lexile level of reading that will improve as students records answers to high interest articles. We will be tracking this data to make informed decisions regarding our instructional plan.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Both the Lab-R and NYSESLAT data reveal that overall, students perform higher on speaking and listening sections and continue to struggle with reading and writing components across all grade levels, with improvements noted in grade 12. The Lab-R data applied for the previous year included only one student tested at our school, most incoming students fell in to the long term service component, while the one student testes as a newcomer in 9<sup>th</sup> grade was proficient. The new incoming 9<sup>th</sup> grade class has a similar pattern with the exception of 8 students testing in Beginner Level with less than 3 years of services. These students have low range scores in speaking and listening along with low scores in reading and writing. Students in grades 11 and 12 tend to stay in the advanced level with more than 6 years of service, not achieving proficiency. This data will inform our instructional practices in ELA and Social Studies as well as ESL classes to address the reading and focus on best practices to provide targeted instruction and interim assessment to look for areas of improvement. With consistent vocabulary building strategies across all grade levels now being implemented we will look for upward trends in data to inform further instructional strategies and targets.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
IThe state did not release the spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
  - a. 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?
  - a. Patterns across grade levels with proficiencies reveal data that is consistent, with the largest number of beginner level in grades 9 & 10, and Advanced level proficiency highest in grade 12. By grade 12, ELLs are performing better in writing and with the reading components as revealed in multiple choice answers and essays while students in grades 9 and 10 are performing at or below level 1.
  - b. As new administration entered the high school with many changes in all systems school wide, leadership and teachers were using the data to explore the possibility of building a TBE program, focusing on grade 9 to address the low outcomes. Instructional targets were set in ESL and ELA classes to include Pearson's success online program offering workbooks and support in native language(Spanish)
  - c.The teachers and administration are learning that our 9<sup>th</sup> and 10<sup>th</sup> grade ELLs require much more support, particularly in their native language. We are exploring ways to incorporate more ESL support using push in bilingual teachers in content areas. Most importantly, we have included after school tutoring, lunch time tutoring and Native language support with the ACHIEVE 3000 program that all students can access in school, at home or in the public libraries and school library before and after school. We are also purchasing Rosetta stone for enrichment with students and for parent use.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
By closely monitoring transcripts and report cards and meeting three times a week in grade level and content areas teams to discuss students' academic progress.
7. 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?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

As the administration and many staff are new to the school, we are just beginning to compare data from various sources in order to make informed decisions about evaluating successes. With ACHIEVE3000, we expect to have a data set that will form a strong analysis of the students' progress. This will be provided in February and coincide with Regents outcomes from January administration.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
AP Griffin and Attendance Office Team together process over the counter and newly admitted students with parents. Step 1 examines the cumulative folders and verifies demographical information. Students and parents are then directed to the Parent Coordinator's office, where Nilsa Delgado, bilingual in Spanish, along with a designated teacher (determined by specific periods of instruction & availability), begin the next steps. The pedagogues are as follows: Ms. Velazquez, Ms. Medina, Mr. Martinez and AP Roman.  
Verification of home language survey (HLIS)
  - If the student has a home language survey in place within the system, the student's status is verified and the student is then directed to the medical office for immunization records.
  - Upon completion, student and parent meet with the appointed bilingual school guidance counselor, Ms. Santos and/or Ms. Silva, to be programmed according to grade level and academic needs.When the student is determined to be new to the NYC school system, the following steps are conducted for the initial screening:
  - Home Language Survey (HLIS) with parent and student upon arrival from over the counter office.
  - Parent views video and has an opportunity to ask questions and clarification as needed.
  - Informal interview is conducted in native language and in English with the student, with a determination made for SIFE (Student with Interrupted Formal Education) Status determined, if unknown. (All of the above steps are completed by licensed pedagogues and translation, if needed, is provided). Parent Option letter is explained and parents make appropriate option for their student's instruction. Option documents are kept in student's file in ESL office. A running record is kept in binder format.
  - LAB-R is given. The LAB-R Native Language test is only for Spanish speaking students.The results are hand-scored, prior to being delivered to the Regional office on the appropriate dates determined by central office. Scored results are checked in ATS as they are made available and cut scores are entered into the computer, adding a column to the ATS RNMR report for reference purposes.
  - The level of ESL services needed is determined and the student is programmed appropriately with their guidance counselor.All of these steps are generally completed upon student's arrival. If there are missing or needed documents, the student and parents return within the 10 days, in order to complete the ELL identification process of initial enrollment, as per CR 154.
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.  
When parents arrive at school, they first meet with our parent coordinator. They are informed of the requirements for their choice of program within 10 days of registration. If parent(s) is open to completing the process, it begins immediately. Parent choice is explained during the interview/screening process and when given home language surveys. Parents are explicitly given choice without prompting by school personnel, as listed above with licensed pedagogues. Parent choices include;  
TBE (Transitional bilingual education)  
DL (Dual language)

#### Free-Standing ESL (English as a Second Language)

Parent(s) and/or Guardian(s) are instructed to select using numerical guides for Selection #1, #2 and #3. If the parent selects as their first choice, TBE or DL, they are informed that Alfred E. Smith CTE High School does not offer their selection. The child's name will be listed until joined by 20 students in one grade level. When this is achieved, according to CR-154, a TBE class will be created to address the parent's choice. During the interim time, until such class can be created, parents are informed their child will be receiving instruction through free-standing ESL classes. Letters are handed to the parent at this time (in both English and Spanish). If the parent takes the letter home to be completed, follow up is conducted with the bilingual family and/or with attendance office aides, within 3 to 5 days, in order to ensure the timely return of the needed documents. Once the documents are received by the family workers, guidance counselor and/or Assistant Principal, the documents are delivered to the guidance suite so that they can be reviewed and placed in the appropriate student's file. A binder is also kept with a copy of each student's parent choice letter in Room 107.

Student placement is completed only after parent interview and screening process has been completed. If the parent agrees to complete their choice when registering, and the letter of parent choice is appropriately completed, the student will be programmed at this time and escorted to class, this process taking approximately one hour. Ms. Stephanie Santos, Bilingual School guidance counselor is trained in correct placement procedures. She meets with parents and student, reviews the documents, explains the student schedule/program the student receives. She distributes information on Student Graduation Requirements for all students attending New York City High Schools and reviews with the student and family how this goal will be accomplished. She introduces the parents and student to the teachers on the schedule and makes the student welcome by accompanying him/her to their classrooms on their first day of classes. Teachers hold case conferencing as needed during grade team meetings and in doing so, ensure that all teachers/staff are aware of a new student's arrival and the case conference will segue into a meaningful way to communicate among staff, with parents and certainly with students. The process outreach plans and timelines are as follows: The initial screening and interviewing process is completed during the student's first visit. If immunizations are incomplete or if parents are not present, an appointment is made as soon as possible in order to process the documentation required. This process has been completed with three to five days to date at our high school. We are aware of the guidelines to complete all within 10 days of registration.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are mailed in September, during the first week of school, by our attendance office aides and Ms. Delgado, parent coordinator. Additional letters are available during open school night in October to capture any parents who may have changed addresses and/or who have not returned the entitlement letters by this date in time. Copies of the letters are kept in each student's file and the information is entered into a spreadsheet to maintain the tally for parent's selection. At the beginning of each school year, entitlement letters are mailed home, in both English and Spanish, with a copy of the letters placed in the student files, housed in the ESL office. This system allows easy access to find the documents at any time for reference. The spreadsheet is updated and kept on file. Any continued entitlement letters not returned by open school night in October, are prepared for open school night and parents are met by parent coordinator and assistant principal in the entry in order to complete this requirement. Family workers and attendance office aides complete the follow up via phone and reproducing the letters when home visits are made in the event we have any letters outstanding. Entitlement letters are collected during these timelines and kept in a binder in Room 107.

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.

All correspondence with parents and students is offered in both English language and home language in order to ensure understanding. Family workers in all offices offer bilingual conversation. The parent coordinator and parent association are always available to communicate with parents. Once entitlement letters are collected (see description above for distribution), and continued entitlement letters are received, tallies are reviewed to ensure we are following the guidelines for creation of new classes if needed in TBE as per parent choice. With changes to programming, the attendance office supervisor with the direction of the assistant principal, enters updates into ATS via the ELPC screens within the allotted time frame of 20 days. Additionally, the

supervisor of the attendance office is alerted to any discrepancies via the monitoring of ATS reports and notifications. Once all information is reviewed, programming is completed according to parent choice and needs of our students, how they scored on NYSESLAT and their current proficiency level (NYSELSAT for returning students and LAB-R data for newcomers). and on an as needed basis. Incoming 9<sup>th</sup> grade students have been contacted prior to the first day of school, along with parents, to ensure their first days are seamless. NYSESLAT results drives our instructional planning, resources procurement and technology decisions alongside entitlement/parent choice. Students are programmed according to NYSESLAT results for both freestanding ESL classes and Bilingual Program for our 9<sup>th</sup> and 10<sup>th</sup> grade students. This academic year, we implemented ACHIEVE3000 for literacy with Spanish Language support and eSCIENCE to supplement and to support our 9<sup>th</sup> grade students in Earth Science classes. This is an engaging tool for our students and in addition to the ESL support, the students receive an extra class at the end of the day in the Library where they have access to computers to practice language skills. Thanks to our 21<sup>st</sup> Century Grant, students are encouraged to join our Culture Club after school to participate in language. Here they are joined by volunteer tutors from Teachers College to practice languages and to receive tutoring as needed.

Additionally, to our new 9<sup>th</sup> grade student from Yemen, we have provided him with an iPad for all classes and have one teacher on staff who speaks Arabic, tutoring him during lunch and advisory periods in mathematics. He receives tutoring after school with the Teachers College volunteers. In addition, parents are informed at this time about evening parent classes as well as Saturday programs that support their own learning as well as their students' learning provided by New Immigrants Welcome Center located in Castle Hill, Bronx.

Our school's parent association is active and prior to the processes being completed, our parent coordinator encourages parents to join and become active members. The parent association meets monthly and hosts guest speakers to include a variety of topics of interest. Parents are encouraged to complete surveys on topics of interest to welcome them into the school's community of learners.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Implementation of NYSESLAT will follow administrative guidelines in order to reach all students at all levels and to promote proficiency. Reports from ATS are reviewed to ensure eligibility for NYSESLAT. Students meet with ELA teachers for the administration of the speaking sections, following the guidelines and meeting the deadlines. Coverage is provided when needed to ensure all students have an opportunity to complete the speaking component and to score appropriately. Grade 9 is Ms. Morgen Hall, Grade 10, Ms. Alicia Lombardo, Grade 11, Mr. Henry Martinez, Grade 12, Ms. Yolanda Silvera. Make up sessions are offered with the support of our Social Studies Teachers if needed, Mr. Jonathan Sanchez and Ms. Katie DeSimone. Working with NYCDOE's Office of ELLs and their year long institute, we are supporting teachers with best practices and collaborating with other schools to help inform our planning. With good solid instruction the expectation is to support students throughout the year, rather than to devote a specified amount of time toward test preparation. Research indicates that good instructional practices promotes the listening, speaking, reading and writing components thereby preparing students for proficiency. Implementation methods are being revised to incorporate all the necessary components to include extended time. Our previous year's plan included assemblies to remind students to attend on those important dates, inform families and ask their support from home to get their children to school on time and to support our efforts. We will follow this plan for the current school year as well as revisit our parent workshops both after school and on Saturday to reinforce our plans. We will administer the NYSESLAT with the same structure as a Regents Exam, using the library space to allow students a comfortable setting uninterrupted. Listening, Reading and Writing sections will be administered throughout the morning, allowing for breaks in between sections for students to have snacks and use restrooms. Proctors included the ELA teachers listed above, with support from the Social Studies teachers listed above. Student lists were kept with signature sheets to keep track of any absentees. By administering the test in this way, very few students were absent. Those who were absent have the following day to take the exam in the same way, with the same proctors alternating components. Planning included for the exam to be administered for absent students up until the final day. However, it was not necessary as we were able to capture all students, revealing that this administrative procedure resulted in improved outcomes as well as improved completion of all sections. We are fortunate to be able to block sections of time for library use without interruption for the entire NYSESLAT administration.

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

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

ste response to question here:

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  PaExamination of data from the past 3 years reveals the trend has reflected less than 20 parents selecting a TBE program as their first choice. The students are in various grade levels from grades 9, 10, 11 and 12. The monitoring process is ongoing and will follow compliance guidelines. Completed surveys are kept in individual student files as well as in a binder kept according to grade level. This binder is a reference guide which is closely monitored as students arrive and pages are added. The administration can access this binder at any time in the AP Roman's office. Yearly BESIS reports are also completed to review the status of parent options and student services being accurately and successfully implemented.

School administration is taking the necessary steps to ensure proper implementation of ELL services. To date, all parent option letters are being met. Transitional Bilingual classes for grade 9 and 10 are utilizing current staff.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
    - 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])?
 

Programming and Scheduling Information: Teachers of ESL, Math with bilingual extension, Social Studies with Bilingual Extension and where needed, an alternate placement paraprofessional for language support in Special Education classes. Teachers are currently using content curriculum with units of study aligning common core learning standards while varying levels with SmartBoard technology to reinforce visual and auditory learning in all students at all levels. In addition, ELA teachers reinforce constructing argumentative essays using performance tasks with specific short stories, poems and novels selected each semester as appropriate following the curricular guidelines in memoir, persuasive voice and Inferential, interpretive reading strategies. Teacher grade teams work with students to develop reading strategies and to promote reading in the English language. Special education students are programmed as outlined in the Individual Education Plans and are provided with Alternate Placement Paraprofessionals as needed in content areas. Additionally, this school year, ACHIEVE3000 is offered to support and supplement instruction in literacy, eScience and social studies across all grade levels, focusing first on lowest reading levels and level of proficiency.

Instruction is delivered as follows:

      - a. Beginner Level Grade 9, Grade 10:
 

Students are programmed for one free-standing ESL class, one ESL class in ELA, and one push in support class in both mathematics and social studies per day.

Beginner Level Grade 9 and Grade 10, Special Education:

We currently serve 6 students with IEPs in a bridge program, giving instruction with a special education teacher, bilingual, and one alternate placement para for all 4 core content areas and ELA instruction.

Intermediate Level All Grades:

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

Advanced Level all Grades:
      - b. One period per day of push-in instruction per day in ELA classes and/or Social Studies

For all social studies classes throughout all levels of learners, teachers use targeted vocabulary instruction following the cummins model. Students are grouped for the workshop model to reinforce peer learning and promote their practice of English language orally. Projects are planned according to student levels to reinforce oral language acquisition, speaking to varying modalities of learning with video clips and SmartBoard technology. Teachers of social studies with bilingual extensions can ensure the understanding of terminology, as well as support the scaffolding of students' writing. Interdisciplinary lessons are collaboratively planned with ELA and ESL teachers during common planning time in order to make connections for students and to reinforce learned vocabulary across disciplines. Supplemental texts are used, specifically for periods in history that will help students make connections from text to self and text to world. Cultural experiences are an additional learning experience where students celebrate diversity and develop deeper understanding of others globally
- 
2. 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)?
  2. The organization of our staff is to ensure that ESL teacher is programmed for free-standing classes, push-in support with the spring semester, our Technology Lab will include Achieve 3000 (ELL-Institute to provide) and Rosetta Stone.
    - a. For explicit minutes, we are providing the following:
      - i. Beginner level students receive 645 minutes per week: Free Standing ESL class (45 minutes) Social Studies (45 minutes), Math (45 minutes) and ELA with support (45 minutes) = 900 minutes per week
      - ii. Intermediate level students receive 430 minutes per week= support in freestanding ESL (45 minutes), eScience (45 minutes) and Social Studies (45 minutes) = 675 minutes per week
      - iii. Advanced level students receive 215 minutes per week: ELA support with push in (45 minutes) and Social Studies (45 minutes)=450 minutes.

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 foster language development and meet the demands of the Common Core Learning Standards.

3. Content area is delivered as follows:

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Students are participating in the new ELA Performance Assessments administered in October, again in January and again in June. Data will be examined after each assessment, teachers will drill down into the data to address skills that remain weak. School wide we are assessing with entrance/exit summaries that allow teachers to determine the impact of the lesson. Additionally, students are encouraged to stay after school to attend tutoring. Seniors are participating in a school wide 30 minute lunch tutoring program to prepare for Regents exams in all content areas.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

With the inclusion of performance tasks, the teachers are working on presentations across content areas. This is accomplished with carefully planned activities that incorporate speaking, listening, reading and writing, homogeneously grouping students to prepare their presentations and rubrics that guide the processes. We have incorporated the jigsaw model from the ELLs Institute learned during our participation last year. Teachers are working on developing the skills and assessing student outcomes.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. ELL subgroups, including students with disabilities are programmed for the appropriate minutes according to their ELL levels. Teachers have access to text books with workbooks along with supplemental libraries of abridged versions of novels to meet the curriculum guidelines. Alternate placement paras are assigned to support language acquisition as mandated in the Individual Education Plans of our students. Students are receiving additional services in all content areas and as with other teachers, meet daily in common planning sessions to consistently examine best practices. Protocol are followed for examining student work and holding case conferences with parents and students as needed to support academic progress. At annual reviews, all teachers meet to determine specific needs of

students and to ensure ongoing support. Differentiation of instruction is closely examined through classroom visitation and sharing best practices and student goals. Professional development in this area is ongoing and consistent, to include participation in ELL Institute offering collaboration with successful ELLs practices.

a. Instructional plan for SIFE:

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

b. Instructional plan for ELLs, newcomers;

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

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

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

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

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

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

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

e. We currently have 6 former ELLs and will continue to support our students for the next two years with the accommodations for testing as prescribed. Additionally they will have access to tutoring, Language Club and after school activities to support and supplement their learning. Saturday programs will also offer SAT Prep and additional tutoring prior to testing. Students are always encouraged to seek out tutoring and support in all areas, including physical education classes which sometimes are challenges for meeting graduation requirements.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7.. Our instructional strategies for ELLs and SWDs include best practices as promoted by the New York City Department of

Education and supported through our lead teachers in Math, ELA and Science. Throughout the week the coaches visit classrooms offering strategies following a curriculum that is grade specific in ELA, Social Studies and Mathematics. With ongoing professional development and morning meetings (Circular 6 vote) lesson planning, unit planning following UDL and curriculum mapping is continuously being updated and worked on in grade level teams of teachers across and within content areas. We have iPads for our ELLs and SWDs using applications that promote language acquisition and offer opportunities for our students to practice speaking, listening, reading and writing. We also utilize the textbook, Classroom Instruction that works with English Language Learners, Hill & Flynn. With additional Grant money, we hope to purchase classroom libraries and Kate Kincella' English 3D workbooks, aligned with CCLS. Teachers and students also have access to technology in lab settings as well and teachers use SmartBoard technology to enhance learning. We have literature available in English and Spanish to promote learning literary elements as well. Currently, we are focusing on ELL instructional practices that benefit our student outcomes in their Science curriculum, and as a result have incorporated eScience on the ACHIEVE3000 network. We hope to expand as needed.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. With the onset of SESIS and increased use of ARIS, we study our data closely in collaborative inquiry teams in order to continuously keep track of student progress. Following the tenets of the NYCDOE's Special Education reform, we program students according to their strengths and offer opportunities for them to be with the non-disabled peers, even if only in one content area. Our school psychologists also meet with grade teams to monitor student progress. We offer many opportunities for parents to have a voice in their child's learning environment and progress. We are currently offering lunch time tutoring targeting content area Regents exams. In addition, we offer tutoring after school alongside extracurricular activities that include dance and fitness and a language club with tutoring for Beginner Level students to improve speaking and listening skills.

**Courses Taught in Languages Other than English ⓘ**

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:	9 <sup>th</sup> grade bilingual Spanish		
Math:	9 <sup>th</sup> & 10 <sup>th</sup> grade Spanish		
Science:	9 <sup>th</sup> grade bilingual 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

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

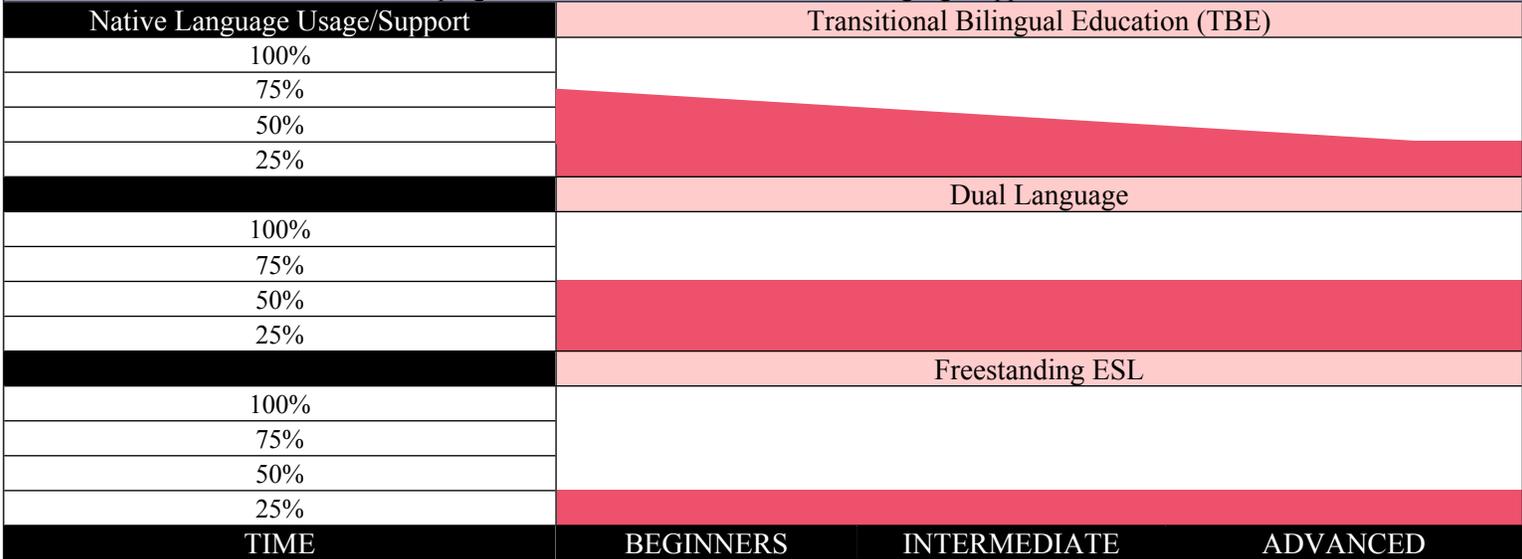
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

Targeted Interventions:

- Graphic organizers with rubrics, school wide in all social studies and ELA classes
- Purchase of Achieve3000 as in class tool for technology and after school
- Tutoring for all content areas with use of iPads, SmartBoards and laptops/computer labs
- After school credit recovery program coinciding with new after school programs that include dance and music with Cultural themes
- English/Spanish classes

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The new administration and a team of new teachers has begun the new school year with energy and a strategic plan to improve the outcomes for all students. We additionally implemented advisory classes across all grade levels. For 9<sup>th</sup> grade, the focus is on transition into high school, socialization, peer interactions and preparing for college and careers; For 10<sup>th</sup> grade, we follow the National Academy Foundation's curriculum for ethics (one of our partners), for 11<sup>th</sup> grade, students follow the finance curriculum from National Academy Foundation and 12<sup>th</sup> grade advisory is college preparation, FAFSA, SAT's, resumes, job applications, etc.

11. What new programs or improvements will be considered for the upcoming school year?

The inclusion of music and dance to offer electives in our after school partnership enhances student programming. We have strategically incorporated Skills classes for our ELLs with IEPs and a SKILLS USA component to offer paid summer internships. We are increasing the number of partners for our auto tech program and kicked off a new component to our CTE programs to include graphic arts. We offer this course to all freshmen and hope to include more female enrollment as we move forward.

12. What programs/services for ELLs will be discontinued and why?

We will not consider removing/discontinuing programs, as part of the effort and vision to improve our graduation rate, we hope to become number one in New York City and the nation. With the grants received this year, we hope to increase programs and services as we move forward.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Throughout this document, we have discussed the grants received and increased opportunities. We offer "advertising" in both English and Spanish. With the support of our partners, we make personal connections to encourage our ELLs to participate in all school activities, during and after school. We have opened up the number of teachers tutoring in all content areas as well as additional time spent in our auto shops for all of our students. This gives them opportunities for improved outcomes. We will be utilizing lunch tutoring beginning in December to target skills needed for students to pass the Regents exams in all content areas. Additionally, we strategically programmed our freshmen and sophomore physical education classes at the end of the regular school day to improve participation and to reduce distractions from students having to change clothes to participate.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

With the purchase of ACHIEVE3000, eScience and Social Studies, we offer graphic arts classes and Rosetta Stone to all of our students. We are exploring two new ELL programs for ESL classes: Pearson ELL English and English 3-D from Scholastic. We will incorporate one of these into our ESL program next semester. We also purchased 3 iPad carts to support language translations in the classrooms as well as to provide opportunities for students to use as dictionaries and audio files. In classrooms, we provide Safari Montage to support lessons with video clips for all of our visual and auditory learners.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language is used 75% to 25% in the ninth grade TBE program with Beginner Level ELLs in Social Studies, ESL and Math classes. The goal is to increase English to 50% by the end of the year. In other classes, the Native Language to English is a 30% to 70% ratio. Because we are a CTE school, Spanish as an elective course is only offered Senior year, allowing students time in their CTE classes, auto technician, auto body and graphic design.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

From NYSESLAT results, ELA performance assessments, formative and summative assessments across content areas, students

are programmed to receive their required and needed services and resources. Additionally, they receive technology supports and programs throughout their school tenure.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

This school year we will incorporate a summer bridge program to include museum trips and activities that will acclimate the incoming 9<sup>th</sup> grade with the funding provided through grants that was not possible in prior years. When new incoming students arrive, we closely monitor their transition with the help of school aides, paraprofessionals, the attendance office personnel and teachers to ensure they are appropriately adapting to their new environment. The 9<sup>th</sup> grade team of teachers meets three times per week to discuss students and to hold case conferences in order to address any concerns.

18. What language electives are offered to ELLs?

Spanish class and tutoring in Spanish and Arabic.

19. For schools with dual language programs:

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

Paste response to questions here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for Ell personnel will included a summer program that focused on curriculum writing and integrating/infusing the new Common Core Learning Standards. Professional Development is offered 3 days per week, as per the collective bargaining agreement for Circular 6. In addition, two days per week, for 45 minutes, teachers meet to collaborate on interdisciplinary planning to incorporate our CTE components into our content area curriculum. After completing the ELLs Institute last year, we have implemented a series of PD for teaching high utility vocabulary words across all disciplines in grade level teams, following Kate Kinsella's model. During collaborative planning, teachers of the same cohort of students develop lesson plans with extensions for ELLs and students with disabilities, complete units of study with curriculum mapping and an emphasis this year on effective feedback that begins with the inclusion of rubrics for all students. Content area meetings are held weekly on Wednesdays, in order for teachers of content to address curricular adjustments, examine student work, plan for formative assessment and to share best practices while examining data. When teachers meet on Wednesdays, in common planning time professional development, a portion of the time is spent case conferencing in order to target academic interventions where needed on an individual student basis. Often parents are included in these conferences in order to offer supportive ideas on both sides to ensure student engagement and support. As we move through the school year, the following topics are earmarked for targeted professional development:

- iPad applications for technology exploring apps to incorporate in lesson plans, curriculum mapping and additional classroom time
- UDL included in the instruction and sharing of best practices

- Use of Smartboard technologies as provided from SmartBoard/TEC and our new Promethean Smartboards in the new basement classrooms.

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

Assessment, both summative and formative with an emphasis on the latter, incorporating differentiation strategies such as exit cards and quiz/test development. We also administered the new ELA Performance Assessment across all grades in October. The results are informing skills and tasks to focus on in each grade level. Shared outcomes with all teachers informs with transparency, all teachers of the skills our students will practice for claim and counterclaim in argumentative essays.

- Understanding data, in terms of NYSESLAT and utilizing the new AMAO performance tool school wide and by grade level
- collaborative inquiry process/teams

- Looking together at student work

- Classroom walkthrough and peer intervisitation

2. Teachers have choice regarding levels of ELLs to work with, some preferring beginning levels and freshmen classes. Common planning time meetings are devoted to case management and data in order to prepare lessons/units accordingly. We implemented a 8 week Professional Development facilitated by our coach, Billy Gioia, New Visions, to support our ELLs teachers in unit planning, an area recognized for needed improvements. We will be monitoring these outcomes through the mini observations in the Danielson Framework for the remainder of the current school year. Additionally, teachers are encouraged and supported when requesting off-site professional development offered through our support organization, New Visions, as well as our district.

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

To meet the requirement of 7.5 hours of ELL training for all staff, it is the school's overall goal to exceed this when meeting one day per week to specifically address the strategies that work best to promote language acquisition, to scaffold instruction and to implement differentiation of instruction strategies. Our lead teachers continue to observe and engage teachers in professional development further ensures the requirement being met. The instructional strategies that support ELLs is beneficial to all students. The requirement is officially maintained through recording agendas and signature sheets, along with detailed minutes of each meeting, throughout the school year. All of the coaches, both from New Visions and Teachers College, keep a running record of dates and participants for the days of the week they are working with teachers. This record is handed in weekly to the Principal, where an online binder is kept to record agendas and signatures with a description of the professional development activities. Each day's professional

development is recorded in agenda format with corresponding signature of all participants. This information is kept in a binder in the Assistant Principal's office. Professional Development is carefully and thoughtfully planned with the cabinet according the needs of students, driven by data.

## **D. Parental Involvement**

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

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

2. We received a SIG grant in conjunction with a 21<sup>st</sup> Century grant to partner with Community Based Organizations, Creative Connections in order to partner for our credit recovery and after school technology programs to promote parent involvement and student achievement. The Vision Education partner devotes staff to host 8 parent meetings throughout the school year to inform and instruct parents on college applications, resumes, job searches and related material. In addition, we are hosting a nutrition program involving 11 parents held bi-weekly for 12 sessions. All parent meetings, during all types of sessions are offered in both English and Spanish, with information distributed in both languages to communicate dates, times and locations. If a parent requires one-on-one translation, our school's parent coordinator offers this service and/or provides a school aide/family worker to provide translation.

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

4. With our partners, we are addressing topics of interest, in order to provide guest speakers as well as more Community Based Organizations that will help parents overcome any challenges expressed. The outcome of the meetings is expected to make parents welcome, opening up and expanding opportunities to allow parents to share common themes of interest with and among their peers while providing much needed services. Our school's parent coordinator is present during all these functions/meetings. She can provide translation services herself or ensure there are school personnel available to provide translation services as needed.

In addition, our Parent Association is active with new leadership and is working hard to develop topics of interest for parents of all our students. Parents are surveyed and needs are addressed by providing the requested topics for workshops. Translation services are always made available through our Parent Coordinator and additional school staff as needed. In particular, at the beginning of each semester, parent workshops are conducted in the computer lab to provide support to parents in logging on to SKEDULA and providing information to parents regarding their child's attendance and grades, work due, assignments, and for contacting teachers via email.

## E. 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.

NYSESLAT data reveal a trend in proficiency as students progress into the upper grades. Students score higher in listening and speaking versus reading writing. Therefore, we continue to focus on writing and reading as explained earlier in this document. Use of graphic organizers and effective feedback scaffolds students through the writing process, with the intent of improved scores as they progress through high school grade levels. Since NYSESLAT data is not released to schools until August of the year given, we are using this data to help program students accordingly. Also, the LAB-R, given upon entry, is helpful in programming students, in particular, newcomers and SIFE students. Utilizing AMAO data to see progress in our ELLs NYSESLAT data helps us to program and to target areas of instruction needing focus. 2011-2012 results were not encouraging, so in an effort to improve, we strategically programmed our students and our teachers; examining data and teacher scholarship, hiring additional resources to support instruction and adapting curricular changes to ensure successes. The previous year, we made significant changes to the administration of NYSESLAT and had significant improvement. Expectations rose for students to understand the importance of the test and it was planned and implemented with increased integrity. In the past year, we increased technology use in an effort to reinforce student engagement. Specifically, with the implementation of ACHIEVE3000, eScience, and social studies components, we hope to scaffold language and improve student outcomes. Class size is small in both 9<sup>th</sup> and 10<sup>th</sup> grade classes for our English Language Learners. Bilingual paraprofessionals have been strategically added into classrooms to promote a level of comfort for students to practice speaking and improve listening as well. With grants for after school programs, we will be examining data to determine trends with our students. Our culture club promises a safe space for students and we have also incorporated dance classes, allowing them to opt for this instead of physical education classes. We felt this was important to improve female enrollment in the future.

We evaluate the success of our programs via data, both student and teacher as well as overall skedula and ARIS data available to all staff. We also examine attendance patterns and address when needed with family workers and paraprofessionals.

Understanding the cultural trends helps in the planning of after school programs and parent meetings, while honoring their individual cultural differences.

The school uses data from assessments to re-address reading and writing levels and to provide extended opportunities for students to practice these skills and to socialize with peers in after school activities, namely, Spanish Honor Society, where our SIFE students shine. This data helps us to program students accordingly and to plan for needed professional development for staff. Data is available on Skedula and ARIS and each teacher has availability to examine this individually as well as consistently in grade team meetings. School wide we have implemented a vocabulary initiative across grade levels in every classroom, introducing 5 new high utility words per week, as demonstrated during our ELLs initiative training last year.

## Part VI: LAP Assurances

**School Name: AESmith CTE High School****School DBN: 07X600**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evan Schwartz	Principal		11/14/13
Barbara Roman	Assistant Principal		11/14/13
Nilsa Delgado	Parent Coordinator		11/14/13
Phedra Medina	ESL Teacher		11/14/13
Y. Durstenberg	Parent		11/14/13
Y. Velazquez	Teacher/Subject Area		11/14/13
S. Ortiz	Teacher/Subject Area		11/14/13
Crystal Belle	Coach		11/14/13
Billy Gioia	Coach		11/14/13
Stephanie Santos	Guidance Counselor		11/14/13
Romina Carillo	Network Leader		11/14/13
H. Martinez	Other <u>ELA Lead Teacher</u>		11/14/13
K. Boyno	Other <u>Math Lead Teacher</u>		11/14/13
J. Raykin	Other <u>Speech &amp; Language</u>		11/14/13
Alex Thomas	Other <u>T/C SS coach</u>		11/14/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

Cluster: 02 Network: 562

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

### **Part A: Needs Assessment Findings**

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

At the onset of the school year a review of home language surveys and interviews with students, and review of students' emergency card information as needed, with their guidance counselors, our Parent Coordinator, Ms. Nilsa Delgado and Guidance Counselors, Ms. Santos and Ms. Silva, is conducted. The school keeps an updated listing of students and their home languages spoken with parents. Additional information is available to all in our online Pupil Path, SKEDULA system, giving detailed information. Our attendance team, parent coordinator, guidance team and support staff make certain all phone calls home are in the home language (both through the "phone blast" system and individual calls. Special Education students and parents are supported by Ms. Rivera, bilingual family worker. All letters to home and all correspondence announcing parent events, meetings, or open houses are conducted in parents' home language. This year, we have one student whose parents speak both Arabic and English. We have one teacher on staff who assists with correspondence and phone calls, fluent in Arabic as well as using Bing Translator to provide written correspondence.

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.

Through home language surveys, student and parent interviews, biographical information when students enroll with parents and reports in ATS. Skedula, our online system, houses the information in a transparent system that parents can access from home. Our parent coordinator is instrumental in follow up with any information missing or not forwarded from previous schools. She meets individually with parents to ascertain their language needs and supports those needs both orally and in written formats. With 89% of our English Language Learners' home language stated as Spanish, we determine what the balance of 11% of our students who are fluent in English still require translation for parents and the records are kept as stated above.

## Part B: Strategies and Activities

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

All letters of announcements for meetings, upcoming events and open houses are printed in both languages sent home with students and mailed to the homes. Individual letters of personal nature are sent to parents in home languages, ensuring that bilingual staff phone numbers are clearly listed should the family require more information or have questions/concerns. We are fortunate to have several staff members in various capacities that are able to communicate orally and in written formats with parents. As noted above, we have a teacher fluent in Arabic who can review Bing Translations of all correspondence prior to sending them and to communicate with this family individually by phone. All correspondence is provided in a timely manner with follow up "phone blasts" and individual calls as needed. We utilize our full staff for registration, standards and performance, conduct, safety and discipline, special education and related services, Academic Intervention Services and when students transfer or are discharged in addition to any legal matters, entitlements (Special Education and ELLs) and after school programs.

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.

Oral interpretations services are available every day, as several staff from all departments, from family workers to administration, are bilingual. When a parent comes to our school to meet, they are greeted by our Parent Coordinator and welcomed. They are then escorted to the meeting or individual they are meeting with and a staff member is readily available to translate if needed. For Special Education students' families, a designated school family worker works in conjunction with our Parent Coordinator to ensure translations services are provided and readily available.

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

The Bill of Parents Rights and Responsibilities is provided at the onset of the school year. Copies are always available throughout the school year at the office of our Parent Coordinator. At our primary point of entry, our school posts the required signs with the languages covered, for our school, Spanish. Our safety plan contains procedures for ensuring parents have access services to reach administrative offices without challenges or barriers to their home language. Currently, we have only one student enrolled whose primary language is not covered, however, parent (father) speaks English and our Arabic speaking teacher is fluent in the parents home language, assisting when needed.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Student data reveal our students struggle with English Language Arts and Social Studies curricula. For the current school year, students are receiving additional support in these areas with after school tutoring every Tuesday and Thursday from 2:20 to 2:50, with one Free standing ESL class daily after school from 2:10 to 2:50 beginning October7, 2012 and ending June 2013, with a focus on essay development and writing aligned with Common Core Learning Standards, incorporating supporting evidence from supplementary text with graphic organizers and rubrics to follow Universal Design for Learning strategies. Students are served in free standing ESL classes with additional support in Mathematics and Social Studies. Instruction provided by a combination of ESL certified teacher, NLA teacher, Bilingual mathematics and social studies teachers. Materials provided to students in English with support in native language as needed. A Saturday program will be held during January for Regents preparation from 9:00 am to 12:00 am. The incorporation of supporting materials such as classroom libraries and technology support through SmartBoards and laptops in each classroom and/or access to computer labs are provided with additional materials such as ACHIEVE3000 computer programming and English 3-D language acquisition programs and reading programs to begin in February 2013 to further support our students' learning.

### Part C: Professional Development

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

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

Begin description here:

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

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

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