



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: SAMUEL GOMPERS CTE HIGH SCHOOL

DBN (i.e. 01M001): 07X655

Principal: JOYCE MILLS-KITRELL

Principal Email: JMILLSK@SCHOOLS.NYC.GOV

Superintendent: DENISE HALLETT

Network Leader: STEVEN CHERNIGOFF

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	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ 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)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
XX	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 07X655

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	229	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	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	9
School Composition (2012-13)					
% Title I Population	75.7%	% Attendance Rate	75.5%		
% Free Lunch	100.0%	% Reduced Lunch	0.0%		
% Limited English Proficient	15.1%	% Students with Disabilities	28.8%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American	31.7%		
% Hispanic or Latino	65.4%	% Asian or Native Hawaiian/Pacific Islander	0.5%		
% White	1.2%	% Multi-Racial	N/A		
Personnel (2012-13)					
Years Principal Assigned to School	9.34	# of Assistant Principals	6		
# of Deans	N/A	# of Counselors/Social Workers	2		
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	10.9%		
% Teaching with Fewer Than 3 Years of Experience	N/A	Average Teacher Absences	8.4		
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	55.7%	Mathematics Performance at levels 3 & 4	35.2%		
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	29.6%		
6 Year Graduation Rate	49.1%				
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	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

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.			
While SGHS implemented many positive changes during the 12-13 school year, the strength of our plan was articulating and making very visible our goals and vision as a school. We posted our school wide goal of improving average daily attendance on the walls on each floor. This was a constant reminder for all faculty and staff, and a positive goal for parents and students to see as well. Similarly, we posted classroom goals based on data, and teachers worked closely with students to create and set their own personal goals for achievement based on data. Students created individual goals for the NYS exams as well as for improving attendance.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Our goal of increasing the number of students passing was met in some content areas, but not in others.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One barrier was a late start. Programmatic changes were necessary prior to full implementation of activities. Part of the delay was due to funding being released late in the fall.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The school's 12-13 SCEP was successfully implemented to further increase the SGHS school's alignment to the SOP standards for tenet 5 in an effort to improve our overall effectiveness in this area. SGHS successfully articulated a clear and precise plan to staff in order to increase student achievement scores on the ELA and US History Regents exams. Similarly, there is increased awareness of the school Vision and Mission Statement among students and community.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
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.			
The two areas that will present the most challenging in developing as well as implementing the SCEP for 13-14 will be Special Education and Attendance. With a rising special education population and a lack of certified special educators meeting the requirements for graduation is challenging. Many Special Education students need the strategies and techniques possessed by special educators to move forward. In addition low attendance has shown to be another barrier. Many of the students are overage and working outside of school with no interest in returning.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The school's needs are as follows:			
1. Increase overall student performance on NYS Regents exams in grades 11-12 by 10% in the 2013-2014 school year.			
2. Increase the awareness of the school Vision and Mission Statements among the school community.			
3. Develop a more consistent data collection and data review plan with vertical and horizontal alignment.			
4. To continue to assess current strategies to better align to requirements and rigor of the CCLS.			
5. To review, revise and continue monitoring grade level outcomes for staff and students (i.e. progress towards graduation).			
6. To develop a targeted instructional model that takes individual, small groups and Special Education Students into account.			
7. To create an atmosphere where the entire school community feels that they have a voice within the school and an opportunity to impact educational decision making.			
9. To maintain opportunities for parent engagement by offering all communication in languages appropriate to the student population.			
10. To actively engage parents in student data analysis to offer a true picture of their child's academic progress.			
11. To encourage overage and delinquent students to return to school in order to receive their diploma or transfer to a "Transfer" school in order to complete their education.			
Describe how the school leader(s) will communicate with school staff and the community.			
Communication of the SGHS SCEP plan will occur on Chancellor's Conference Day on the first day of school. Conversation surrounding the plan and further articulation of the goals and activities of the plan will be shared at monthly faculty meetings led by the school principal. Parent information sessions will be held in the evenings to share the SCEP plan with parents and community members.			
Describe your theory of action at the core of your school's SCEP.			

The major Guiding Principles that influence this plan are the tenets of School Improvement with focus on Tenet 3. The school will implement a rigorous and coherent curricula and assessments that are appropriately aligned to the Common core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student leaning outcomes.

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

The Strategy and Overall Timeline for the SGHS SCEP plan is as follows: The school year will begin with two full days of professional development for the staff. Monthly professional development schedules will be provided to the staff during faculty meetings to reflect the common planning sessions, literacy and leadership team meetings, and departmental meetings with a focus on the CCLS, communication of the plan and vision statement. The changes should be fully implemented by the end of the 2013-2014 school year. The greatest potential barrier is time.

For the 2013-2014 school year student academic achievement targets will continue to be set for a ten percent increase in NYS Regents scores. In addition teachers and students will set goals to increase achievement levels by individual students and classroom overall.

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

The Professional Development will be delivered in a differentiated format. Many of the selected topics will be delivered to the entire school community. For example the entire school will receive professional development on the goals and activities of the SCEP plan. This will occur before the start of the instructional day during the negotiated professional development period. The entire staff will continue to receive professional development on the Common Core Learning Standards. All staff will receive professional development on our newly acquired reading series the vision and mission statements and the use of data binders. Further professional development will be differentiated by subject. Common Core Learning Standards and pacing instruction according to such will occur by grade level every month. Staff members who are new to the building will revive additional professional development in a smaller group. Additionally principal and coach walkthroughs will provide more data to differentiate professional development as evidenced by classroom observation. The selection of all professional development topics will be based on data collected via Advance from frequent, low-inference classroom observations and walkthrough feedback, and NYC instructional expectations.

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

The use of data binders will be enhanced and maximized for student growth through benchmarks and monthly evaluations by department chairs. Parent information nights have been added to the schedule to keep parents informed on recent State and Department of Education requirements, as well as their child's Academic progress. Increased professional development on the Common Core Learning Standards, articulation across and between grade levels, the implementation of a new reading series to increase comprehension and improve the levels of understanding of complex text that is Common Core aligned, Development of pacing guides and curriculum maps in content areas to have a clear picture of what is being asked on the State Exams,

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).

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

Review Type:	JIT	Year:	2011	Page Number:	8	HEDI Rating:	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.

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

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 June 2014, 100% of supervisors will participate in the implementation of Advance as the basis for designing targeted professional development.

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. Contracting of Teachscape staff to provide training on the Danielson Framework and teacher practice evaluation (software) tool.
2. Supervisors will be provided with professional development opportunities by network staff on low-inference observation protocols, short frequent feedback, and the Danielson framework for teaching.
3. Implementation (turn-keying) of professional development sessions with teachers led by supervisors and network staff.

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

1. Teachscape trainer and 3 school administrators
2. Three school administrators
3. 3 school administrators, 2 network staff and 18 teachers

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

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

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

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

1. Contracted Services will include: Educational consultants from Teachscape for training sessions on the Danielson Framework, walkthrough and classroom data collection tools.
2. Teachscape Software and professional suite.
3. Per session will be allocated for staff professional development sessions and data analysis meetings within department teams after school and Saturday.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
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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.

X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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).

Overall, curricula lack purposeful integration of CCLS to emphasize key standards and lack integration of the instructional shifts. Inconsistent curricula across the content areas hinder the schools’ capacity to close the achievement gap. (Quality Review Report 2012 – 2013, page 4).

Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	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.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

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, the curricula will be aligned to standards in all content 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.

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

1. Teachers and supervisors will receive targeted professional development informed by observations using the Danielson framework so that there are meaningful and relevant.
2. Contracting of Literacy and Math coaches to address areas of need such as Designing Coherent Instruction; Using Questioning & Discussion Techniques; Using Assessment for Instruction Universal Design for Learning (UDL), Item Analysis, Backward Design and Best Practices.
3. Improvement in the Quality and Consistency of Unit Plans with the use of a customized Rubric.

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

1. These professional development sessions will run bi-monthly, serving a team of 18 teachers and 3 administrators, Network and Talent Coach for a total of 10 months.
2. Stakeholders involved will include 3 supervisors, 18 teachers 4 coaches.
3. 18 teachers

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

1. Formal and Informal observation and training.
2. CPET and Administration will ask for unit/lesson plans at least 1x a week.
3. Each department head will work with teachers to evaluate.

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

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

1. Funds will be allocated for teacher and supervisory professional development sessions, teacher team meetings and workshops led by academic supervisors, and external PD providers.
2. Achieve 3000 software program to improve reading comprehension, including consulting services and professional development activities.
3. CPET coaches will be contracted to provide Curriculum & Development opportunities for all staff (teambuilding, instructional planning, and strategic programming and student support systems) to support 3 ELA & 2 Math teachers.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	X	Grants
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.											
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	X			

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).											
Administrators and teachers spoke to the process of working backwards from assignment to create rigorous curricula and tasks. They also spoke about analyzing student skills and sub-skills to identify the areas in which students need to be supported, especially English Language Learners and students with disabilities. However, there was limited evidence of this.											
Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	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.										
X	4.2 Instructional practices and strategies					4.3 Comprehensive plans for teaching				
	4.4 Classroom environment and culture				X	4.5 Use of data, instructional practices and student learning				

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 the end of June 2014, Teachers will have been provided with a cohesive blend of various Professional Developments (Differentiation, Data Collection, Item Analysis, Backward Design, Common Best practices and Danielson Framework) from internal and external staff developers to enhance teacher practice.										

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										
<ol style="list-style-type: none"> Supervisors will engage in a collaborative effort to review and identify areas of need for teachers including past observations and teacher self-assessments. Supervisors will have unlimited access to the Teachscape online professional learning resources such as videos of classrooms pre-evaluated for each level of proficiency, interactive questioning and answering activities to match indicators of elements to search for in a classroom, video observation samples and access to the Danielson rubric. Provide an array of professional development activities for 18 teachers to utilize and implement in their classrooms. Teachers will also have access to the following content series via a face-to-face workshop model: <ul style="list-style-type: none"> Data Collection and Item Analysis. Reflection and Walkthrough training Workshops Deepening the Understanding of Danielson Mathematics (Questioning & Assessments) Coaching English Language Learners Effective teaching strategies Literacy (Questioning & Assessments) Coaching Using Data for Instructional Planning 										
B. Key personnel and other resources used to implement each strategy/activity										
<ol style="list-style-type: none"> Teachers Math and Literacy Coaches, Guidance Counselors, ACCESS formerly VESID.3 Supervisors Teachers Math and Literacy Coaches, Guidance Counselors, ACCESS formerly VESID. Teachers Math and Literacy Coaches, Guidance Counselors, ACCESS formerly VESID. 										

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Ongoing Formal and Informal observations with feedback. 1 to 2 observations per day. 2. Feedback collected from weekly classroom walkthroughs shared among the supervisors as to evaluate the effectiveness of the differentiated and targeted teacher professional development sessions as evidenced by enhanced teacher questioning and assessments strategies incorporated in the lessons. 3. Implementation of a protocol for Examining Students' work. <ol style="list-style-type: none"> a. Monthly Triad meetings (Supervisors, Coaches and Teachers) to ensure progression in pedagogical perspectives. b. Departmental teams will meet to analyze student work and assessment results that will inform the next unit of planning. c. Teachers will conduct interdisciplinary walkthroughs, peer evaluations and provide feedback to their colleagues as to promote effective teaching strategies. d. Teacher effectiveness will be measured by student's performance on bi-monthly assessments and the evidence gathered during team meeting to reflect how student data was used to for instructional planning.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 – June 2014 2. September 2013 – June 2014 3. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Teachscape Educational consulting services will be contracted to support professional development activities and the purchase of a site license for the Teachscape software PD learning system. 2. Funds will be allocated for teacher and supervisory training sessions, teacher team meetings and workshops led by supervisors and external PD providers. 3. Funds will be allocated for teacher and supervisory training sessions, teacher team meetings and workshops led by supervisors and external PD providers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	X	Grants
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.											
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
X	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders			

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

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.											
X	5.2 Systems and partnerships			X	5.3 Vision for social and emotional developmental health						
	5.4 Safety			X	5.5 Use of data and student needs						

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, 100% of the school community (staff, students, and parents) will participate in the development and implementation of a school wide behavior policy to promote a school environment that is safe and conducive to learning as evidenced by a decrease in the number of incidents from 20 Principal suspensions to 10 or less,.											

improve attendance from 60% to 70% and improvement for academic achievement for at risk students from 60% passage rate to 70%.

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. Provide academic intervention via an expanded learning program (PM School and Saturday Academy Program) will be provided to students who fail the January 2014 Regents and term 1.
2. Provide opportunities for peer mediation and SBST support services for a group of 50 students who are not meeting educational goals. These services will include individual and group counseling for the most at risk students, and an academic retreat (during the spring term). These services will be offered continuously through a distributive counseling model for a period of five months.
3. Provide at least three educational parent workshops/intervention sessions during a five month period to service parents of at-risk students who fail 2 or more classes per marking period. Particular focus will be placed on students who have received promotion-in-doubt letters.
4. Implement an attendance improvement plan to target tier 1 students (30-40% absences); tier 2 students (41-60 absences), and tier 3 students (61 or more absences). The attendance team will meet weekly to monitor student attendance and implement strategies to improve student attendance to reach our school goal of 75% by June 2014. Student incentives will include celebratory t-shirts, luncheons and awards recognition for perfect attendance and gift cards.
5. Per Session: Funds will be allocated for staff trainings to include behavior modification strategies, staff meetings and intervention sessions with students, parents and staff.

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

1. 10 teachers and one supervisor.
2. 2 Guidance Counselor, one supervisor and one Consultant.
3. 20-30 families, 2 counselors, one supervisor and one consultant.
4. IEP teacher will collect student data, schedule and coordinate IEP meetings. Teacher will help increase parent participation in their children's post-secondary plans/careers. Encourage students to self-assess, self-reflect on obstacles impeding the progress towards the general education curriculum. Students with an IEP will take a more active role in the development of a behavior intervention plan that is aligned to their academic and future goals.

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

1. Satisfactory attendance and performance within PM School and The Saturday Academy Program- credits accumulation and regent's credit.
2. Each student will miss no more than three classes per cycle and attendance will be monitored weekly and supported by Administration.
3. Counselors will monitor those identified as "at risk" weekly.
4. Punctuality: A 20% decrease in late arrival to school and during transitions throughout the school day, will be monitored weekly.
5. Attendance: target increases 5% and monitored daily.

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

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

1. Student incentives for academic achievement will include: Recreational/educational afterschool activities and student field trips will be conducted for students who meet academic achievement benchmark for marking period 1 and marking period 2. Additionally, tier 1 students (30-40 absences), tier 2 students (41-60 absences) and tier 3 students (61+ absences) who meet overall attendance goal of 75% will participate in special awards assemblies, luncheons and/or will receive gift card incentives for most improved attendance each month. We project approximately 45-50 student participants for each event. Additionally, 4-8 awards recognition assemblies including 4 breakfast for students with perfect attendance & 4 luncheons for students who are most improved will be provided for the months of March-June. Each student meeting these criteria will participate in a raffle for a \$25 gift card incentive each month.
2. Retreat for at-risk students: A mixed group of 50 students (grades 10-12) will participate in an overnight retreat to Ramapo, New York. In collaboration with Ramapo for Children staff will engage our students in teambuilding activities and new adventures in an inclusive environment that promotes positive behavioral change and help support learning and personal growth. Student participants will work on relationship-building skills such as collaboration, cooperation, leadership, and conflict resolution through outdoor, adventure-based activities. This overnight experience will include transportation to and from school, meals and planned activities for all student participants. Four College trips for students: A total of four college trips to Rutgers & Montclair University, Stony Brook & Hoftra University, Manhattan College & Lehman College, pace University and Fairfield University. Approximately 50 students will partake in these trips. The projected cost for each trip is \$3,050.

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

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
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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.

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

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).

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

Review Type:	JIT	Year:	2011	Page Number:	9	HEDI Rating:	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.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

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

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

1. Informational Meetings: The Family Engagement and Attendance Improvement component will work with students in a variety of areas including academic support, counseling, attendance outreach and family engagement. Our model works closely with the student/family to ensure support systems are in place that helps the student focus on attending school and succeeding in the classroom. A specialist will be working closely with the student in setting and achieving attendance and academic goals. There will be agreed upon incentives for the students that will promote high attendance and grade attainment.
2. The family literacy workshops will support student achievement and parent involvement by discussing relevant topics for families such as Supporting Your Child's Study Habits, On the Road Toward Graduation and Preparing for College. Workshops will occur on a monthly basis and will be supported with phone calls and literature which will be sent home to families.
3. Field Trips: Conduct two family field trips for cultural enrichment and four trips intended for college exploration. Two parent trips will be held to promote parent networking and cultural enhancement. It is expected that approximately 20 families will participate in these activities. Also, four college campus tours will be planned during the spring to expose more students and families to various CUNY, SUNY and community colleges. Approximately 100 students and parents will participate in these college tours.
4. Workshops:
 - a. Conduct one ACCESS parent workshops for Student with Disabilities each term. Approximately 60 students and their families will participate in these workshops.

- b. Additionally, at least two college financial aid workshops will be to all parents and 12th grade students (approximately 20 families).
- c. One Common Core Parent Workshop will be offered to all parents (approximately 250 families).
- d. One writer's workshop culminating activity showcasing students' work in the spring term. All parents and students and school community will be invited to participate. This event will highlight the work of students enrolled in 11th grade English. (Approximately 50 students and their families).

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

- 1. 10 Teachers, 2 guidance counselors, one ESL teacher and one supervisor
- 2. Parent coordinator, PA president, 3 SLT members, one supervisor and 20 families
- 3. 20 families and their children, IEP and SBST Teams, one supervisor
- 4. Parent coordinator, one administrator, 2 guidance counselors, SLT 4 members and twenty families and respective children

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

- 1. 90% of invited parents will attend meetings. Counselors will monitor weekly.
- 2. All parents will be involved; attendance at monthly workshops will be monitored. Parent participation on cultural trips. College applications and acceptances will be monitored by school Guidance Counselors.
- 3. Provide teacher training on Skedula to improve communication with staff, students and parents (monthly meetings/training sessions)
- 4. Conduct parent survey to capture parents' perspective on parental engagement activities, attendance at all events.

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

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

- 1. School Supplies including printing and communication devices to support communication between school-home community.
- 2. Professional development services will be contracted for Skedula training and student data analysis.
- 3. Services will be contracted for college tours (CUNY, SUNY and Private Institutions) for students and their families.
- 4. Parent Engagement activities (school planning meeting with School Leadership Team and PA members, awards assemblies, cultural enrichment activities and school community events).

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
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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.

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

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.

Leaders at SGHS use exposure to high quality academic enrichment programming as a catalyst for students' academic success. In addition to providing more opportunities for individual and small group learning, leaders at SGHS wanted to offer their students more time for Regents preparation courses. School leaders use additional learning time to differentiate instruction based on students' learning styles. Together the partners look at students' achievement, attendance and behavior data and construct a schedule that addresses learning needs and offers students choices. This year's focus is math, English, History and Science.

Goal #1: By June 2014, 70% 11th and 12th grade students will be enrolled and successfully complete two Regents prep courses in our PM School and Saturday Academy program.

Goal #2: By June 2014, 30 at-risk students will participate in small group enrichment activities and incentive programs to reintegrate them to our school and improve their weekly attendance by 5%.

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. The ELT program focuses on meeting the individual needs of students as they prepare for life after high school. High ability students at the high school level continue to receive services that focus on meeting their academic, social and emotional needs. Additionally, a significant portion of the ELT program encourages students to prepare for the future through investigation of career and college options. Students are also counseled in drafting their individual graduation plan.
2. The program will provide a qualitatively differentiated educational experience for academically at-risk students. Instructional strategies will be used to encourage higher level thinking, inquiry, and skill development. Curriculum will introduce concepts and content that are beyond the scope of the regular classroom. Students will be encouraged to discuss and reflect upon personal concerns, challenges, and coping strategies as a high school student. Students will be given support in developing skills in goal setting, time management, teamwork, and self-assessment.
3. The program will provide a positive environment for meeting the emotional and social needs of the students.

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

1. 10 teachers, 2 counselors, one supervisor
2. 10 teachers, 2 counselors, one supervisor
3. 10 teachers, 2 counselors, one supervisor

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

1. Current 11th and 12th grade students
2. Current 11th and 12th grade students
3. Current 11th and 12th grade students

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.

	21 st Century		Tax Levy		Title I SWP		Title I TA	X	Title I PF		C4E
	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.

Sports & Arts in Schools Foundation (SASF) seeks to partner with Samuel Gompers High School to help the school to meet its performance targets in its Comprehensive Educational Plan as mandated by new federal, State, and City policies.

To accomplish this result, SGHS and SASF will run the Champions Club Program for 30 Samuel Gompers High School students during school year 2013-2014 from December 16, 2013 to May 30, 2014 for 4 days per week (Monday – Thursday) for 4 hours per day. (1-5pm weekdays) This exciting program for participants will provide social activities, mental health support and family engagement workshops to students and their families. The program will encourage youth to maximize their academic achievements by providing incentives and empower youth to take charge of their own education by making them part of the process when setting academic and future goals.

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

1. Shared responsibility for student learning and development. When after-school practitioners share the responsibility, they interact with school-day professionals and families to connect academic learning to everyday life.
2. Data-driven decisions and communication about student progress. After-school practitioners who learn about students' academic strengths and weaknesses, either through informal check-ins with teachers or through study of test scores and report scores, understand students' needs and can align their homework support and activities appropriately.
3. High-quality staff. Programs that hire high-quality teachers and other adults with substantive experience in youth development are more likely to support students with special needs and language needs, provide developmental and social/emotional support, and use instructional approaches that support academic improvement.
4. Planning and preparation time. All staff need dedicated, paid time to participate in professional development and to plan how to use time in the after-school program to maximize students' success.
5. Partnerships at multiple levels in the school and district. Through regular, two-way communication, after-school practitioners, school-day staff and other community partners will understand one another's skills and roles.
6. Connections to family and community resources. Programs that train after-school staff members to be receptive to and supportive of students' families will create an environment of trust and respect.

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.

The ELT program delivers instructional services that are provided to selected students in order to help them achieve the learning standards in English Language Arts, Math, Social Studies and/or Science. ELT staff members have always supported students' efforts to achieve high standards and to be successful in all academic areas. Through a specific intervention plan designed for each qualifying student, the staff plans to support all students' efforts to be successful in meeting state and local mandates in specific subject areas. Certain criteria will be used to identify the students who participate in the ELT program:

- Scoring below the state reference point on required checkpoints and/or assessments
 - Failing two or more required academic subjects on progress report and/or report card
 - Is recommended by one or more of his/her academic teachers and/or his/her guidance counselor
- After a student is referred for the ELT program, the building administrator, teacher, and/or guidance counselor review the referral to determine the student's eligibility for services. If needed, an academic intervention plan including specific intervention suggestions is developed. The following recommendations may be included as part of an intervention plan: Academic/Social Counseling by Guidance Personnel, PM School, and/or Saturday School Program.

Parents and/or guardians of identified students will be notified in writing regarding the ELT program and the plan that has been developed for their child. Intervention strategies for each student will be implemented after the plan has been developed and the parent(s) have been notified. ELT will occur during the school year in the evening and possibly during summer school. The effectiveness of the academic intervention plan will be reviewed periodically by the referring teacher(s), the appropriate counselor, and the building administrator. Any student who no longer qualifies for academic intervention services based on his/her academic progress and/or results from appropriate assessments may be released from the plan after appropriate review. Parents will be notified in writing of the change.

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

Two key components of the summer program will include:

1. Student Social and Emotional Development Health Support
2. Family and Community Engagement Activities

1-Student Social and Emotional Development Health

Every participant in the program will work collaboratively with an Senior Youth Development Specialist to determine motivating

factors for student and develop and Individualized Graduation Plan. This document will be the student's roadmap toward successfully managing and completing their graduation requirements.

By working with the school Guidance Counselor to create an individualized plan for each student, there is no confusion, and no last minute surprises. Students will understand exactly what they need to do to graduate including which classes they will need to take or when he/she will be expected to take specific Regents exams. Individual advisement sessions give students the opportunity to review and modify their plan, and ensure that issues are dealt with before they become less manageable. Timely meetings with students and parents to review the Individualized Graduation Plan with both short-term (month-to-month) and long-term goals (2-year goals for current 11th graders) will help to ensure on-time graduation.

In addition, students will be involved in our Career Awareness Seminars and a series of Character Education workshops designed to help students develop an array of skills. Students will participate in these engaging sessions and learn from our experienced speakers. The workshops offered will include:

- Building the Leader Within
- Financial Literacy
- Time Management (among others)
- The 7 Habits of an Effective Teen
- Public Speaking

2-Family and Community Engagement

The Family Engagement and Attendance Improvement component will work with students in a variety of areas including academic support, counseling, attendance outreach and family engagement. Our model works closely with the student/family to ensure support systems are in place that helps the student focus on attending school and succeeding in the classroom. A specialist will be working closely with the student in setting and achieving attendance and academic goals. There will be agreed upon incentives for the students that will promote high attendance and grade attainment.

The family literacy workshops will support student achievement and parent involvement by discussing relevant topics for families such as Supporting Your Child's Study Habits, On the Road Toward Graduation and Preparing for College. Workshops will occur on a monthly basis and will be supported with phone calls and literature which will be sent home to families.

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

1. Some students require a Personalized Educational Plan (PEP) to best meet their needs. These students are strong in all academic areas and require a differentiated curriculum to progress academically.
2. Some students excel in one or more specific academic areas. ELT support is provided through the classroom teacher with extensions, enrichments, or teaching strategies.
3. Students who do not currently exhibit characteristics that require academic modifications may need enrichment or extensions in the classroom from time to time.

D. Are the additional hours mandatory or voluntary?	X	Mandatory		Voluntary
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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.				
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F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

We have a responsibility to provide educational programming which will respond to the unique needs of students and maximize their potential. Giftedness is not a static label. We make inferences about student needs based on potential, accomplishments, and performances over time. Students whose abilities clearly lie beyond the traditional student population may require differentiated educational opportunities and support facilitated by the Extended Learning Program. These opportunities may vary in kind, degree, delivery, and duration

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

1. A review of student participation and performance will be conducted at the end of every marking period and data collected will be analyze to determine impact on student achievement and credit accumulation. Improved attendance, higher grades and test scores, reduced dropout rates, higher self-esteem, and reduced rates of risky, antisocial, and delinquent behavior will be evaluated for effect.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Frayer Model Close Reading	Small Group Tutoring	Saturday Academy During the school day
Mathematics	Frayer Model Close Reading	Small Group Tutoring	Saturday Academy During the school day
Science	Frayer Model Close Reading	Small Group Tutoring	Saturday Academy During the school day
Social Studies	Frayer Model Close Reading	Small Group Tutoring	Saturday Academy During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer mediation Counseling RTI Behavior Evaluation	Small Group One-to-one Family Counseling	During the school day During the school day

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

Strategies for Recruitment:

Vacancies will be posted via the open market system.

Participation in job fairs.

Strategies for Retention:

Job-embedded, differentiated professional development opportunities will be available to teachers year round. These sessions will be provided by a school administrator during the day and after school.

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

Strategies for Assignments:

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

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

Teachers will have their own classrooms.

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

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).

Teachers and School Leaders will develop short and long-term professional learning plans to include the following:

Analyze student learning needs by gathering multiple forms of student data.

Write SMART goals for student learning

Develop improvement goals and specific student outcomes

Identify educator learning needs and develop goals and objectives.

Study research for specific professional learning programs, strategies, or interventions.

Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs.

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.).

SGHS coordinates the integration of Federal, State and local funds in the following ways:

1. Conduct an overview of the programs to be executed for the year and align funding sources to meet Federal, State and local measures.
2. Review recommendations from various state and local sources information on areas for school improvement.
3. Engage in leadership discussions to generate principles for sustaining effective relationships with school community and coordinate decision making efforts.
4. Draft school improvement grant (SIG) and SCEP and coordinate both sources of funding to support programs that are aligned to the SOP and State recommendations.

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.).

Not Applicable

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.

Teachers will lead beyond the classroom by actively participating in shared decision making in areas surrounding goal-setting, community service, student and parent surveys, peer observations and committees. Additionally, teachers will continue to be encourage to engage in the following activities:

1. School Leadership team meetings to devise strategies for increasing parental involvement
2. Inquiry team meetings to engage in item analysis of Regents exam data
3. Executing our shared mission and vision and promoting a safe and positive school environment
4. Leading content area common planning meetings
5. Facilitating professional development sessions during department and faculty conferences.
6. Participating in extracurricular activities involving students and parents

TA Schools Only

Use of Program Resources

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

Not Applicable

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).

Not Applicable

**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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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 Joyce Mills-Kittrell	Assistant Principal Joseph Wilson
Coach type here	Coach type here
ESL Teacher Leticia Domenech	Guidance Counselor Miguelina Infante
Teacher/Subject Area	Parent Emilio Marti
Teacher/Subject Area type here	Parent Coordinator Sandra Generoso
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	229	Total number of ELLs	28	ELLs as share of total student population (%)	12.23%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	7
SIFE	6	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	14

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	3	2	4	1	2	14	2	3	28
Total	10	3	2	4	1	2	14	2	3	28

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)	0	0	0	0	0	0	0	0	0	0	0	2	2	4

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)	0	0	0	0	0	0	0	0	0	1	3	4	4	12
Advanced (A)	0	0	0	0	0	0	0	0	0	1	1	4	6	12
Total	0	0	0	0	0	0	0	0	0	2	4	10	12	28

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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	26	0	2	0
Integrated Algebra	18	0	5	0
Geometry	10	0	2	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	7	0	0	0
Earth Science	9	0	3	0
Living Environment	11	0	4	0
Physics	0	0	0	0
Global History and Geography	19	0	8	0
US History and Government	22	2	2	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

Currently, our school administers the Performance Series assessment to assess the early literacy skills of our ELLs. In addition to this assessment, we review the Grade 8 English language Arts assessment that measures students' ability in the following areas: Information and Understanding and Literacy Response and Expression. As a final measure, we review the NYSESLAT proficiency levels to program students for the most effective educational program. The data shows that our ELLs literacy skills are overwhelmingly below average and that our students need an intensive amount of support in order to achieve proficiency. This information is helpful to our school since it allows us to modify our instructional program to best serve the needs of these students. For example, we realize that we need to focus on non-fiction works and to provide print-rich classrooms with Native language support as well as to increase ELLs use of academic vocabulary and language acquisition in both LB1 and LB2 (our Newcomers and Beginning level courses. As per the 2013 RLAT, we have a majority of Intermediate and Advanced ELLs 24 with scoring at this level. The third and smallest group with 4 students at the Beginning level. Overall we have 7 Special Education ELLs that are in our ESL program. Currently, the ESL teacher utilizes Empower 3000 to assess reading levels (lexile) competencies of all ELLs. We have noted improvements in reading comprehension of nonfiction texts in the last year. However, we have also noted deficiencies in writing skills such as organizing ideas and using conventions of grammar correctly. This data helps us modify future lessons and improve teaching practices across the content areas. Also, it helps us determine what level readings students require and what skills need further development.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns reveal the following:

Grade	Proficiency Level			Total
	Beginning	Intermediate	Advanced	
9	0	1	1	2
10	0	3	1	4
11	2	4	4	10
12	2	4	6	12
Subtotal	4	12	12	

We have noted that our ELLs are proficient in the speaking and listening modalities. However, the majority of our ELLs are intermediate when it comes to reading and writing, followed by advanced. The vast majority of our 12 grade ELLs are advanced while our 11th grade ELLs are spread across all three levels.

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 [AMAO tool](#))

While the 2013 NYSESLAT modality analysis is not available at this time, we will use the AMAO data to inform instructional planning and provide appropriate supports to enhance teaching and learning. Currently, the majority of our ELLs are in the 12th grade are at the Advanced level of English language proficiency. This is followed by our 11th grade ELLs who have scored at the Intermediate and Advanced level respectively.

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?

Teachers use the results of the ELL periodic assessment in order to develop lessons to address the reading and writing deficiencies of our ELLs. Native language is used to reinforce English language acquisition and instructional concepts across content areas.

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](#).)

The data shows that we have a majority of Intermediate and Advanced level ELLs with variant populations for Beginning in both the 11th and 12th grade). When reviewing our NYSESLAT Modality Analysis for 2012 (since 2013 results are not available) it shows that a majority of our ELLs are proficient in Listening and Speaking and on an Intermediate level for Reading and Writing. Therefore, we intend to increase efforts to bring the Reading and Writing skills to a proficient level via small group instruction,

differentiated learning, computer-based reading and writing programs and backstopped by continual teacher training and professional development workshops.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELLs have the ability to take most New York State Assessments in their Native Language in addition to having the English version of the Regents exam as a guide. Currently, we do have have breakdowns of students and whether they completed the Regents in their Native Language and/or English versions.
Teachers and administrators are using the ELL Periodic Assessments to gauge ELLs ability to meet State Standards and to address areas of deficiency so they can improve and implement appropriate instructional strategies to benefit these students.
Gompers is learning that our ELLs need to improve their Reading and Writing skills. Native language is used as a scaffold and as an additional support for students. We encourage the use of their Native language but realize that ELLs need to embrace English and only by using and practicing will they improve.
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?Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our success of our ELL program by determining the percentage of students who have tested proficient in the NYSESLAT and who have moved up one or two levels. Our program is also successful when our students pass any of the New York State Regents assessments and if ELLs graduate with a Regents, and/or Advanced Regents diploma. Some ELLs even graduate with a CTE endorsed diploma. Instruction, differentiated learning, computer-based reading and writing programs and backstopped by continual teacher training and professional development workshops.

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](#).)
The Assistant Principal of English As a Second Language reviews the HLIS as well as LAB-R and most current NYSESLAT results to determine the placement and admission into our ELL program. Any new ELL is properly administered the HLIS and LAB-R within the 10 days of entrance into our building. ELLs are evaluated annually with measures from the NYSESLAT and are placed in the appropriate course either Beginner, Intermediate, or Advanced using a push-in (co-teaching) model across the content areas.
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.
Parents are first informed by mass mailings and phone master that our school will provide ELL services. Parents are encouraged to attend workshops, via the phone master and mass mailings, informing them of their parental choice of program. A workshop is provided twice a year for the parents to inform them of their child's entitlement in writing and they are given parental option letters. The students also receive copies in their classes and are encouraged to return these forms to the AP/ESL who will make copies and distribute them accordingly. Copies will go to the student's permanent records, one to the office of the AP/ESL and one copy to the parent. This process is ongoing through the year depending on new arrivals.

3. 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](#)].)
Our school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned by having the AP/ESL make follow up phone calls to procure these forms from parents. Teachers and guidance counselors also assist with the collection of these forms. After reviewing the Parent Survey and Program Selection forms for the past few years it has been the trend not to return these forms. Our school has made constant outreach by calling homes, informing parents by re-sending these letters and providing parental workshops to review these matters. These parents requested our Freestanding: English as a Second Language Program.
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.
As per state guidelines the criteria used to place current ELLs is the LAB-R and/or NYSESLAT scores from the prior year. Parents are informed via mail and all letters are translated in the parents native language. If no translator is available for a language, we will request a translator from the NYC Department of Education Translation Unit.
5. 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.
Parents receive communication from our school via mail, phone messenger system, and during parent informational meetings both in the Fall and Spring terms. Parents are informed of the importance of the NYSESLAT and achieving language proficiency to ensure academic success and timely graduation from high school. Flyers are posted around the building and all staff is informed of the NYSESLAT administration calendar each year. The information is communicated to students by the AP of ESL, the ESL teacher, bilingual counselor and all content area teachers. Tutoring services are offered afterschool to provide added support to our ELLs in anticipation of the exam. The school provides incentives to students for every component of the NYSESLAT they complete to encourage increased participation. Outreach is conducted on a daily basis during and afterschool hours to ensure that every student takes all four component of the NYSESLAT. A celebration is held at the conclusion of the examination period for all students who successfully complete the exam.
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. 
Parent requests show that they prefer a free-standing ESL program. Parents understand that students also need to meet graduation requirements. Our program model is aligned with parent requests. ELLs are placed heterogeneously to receive added support in content area classes using and ESL Push-in (co-teaching) model.

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])?
Our school offers a freestanding English as a Second Language (ESL) Program. Currently, we offer a push-in model of instruction using heterogenous grouping in the content areas (History, Math and Science and ELA).
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)?

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

3. 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.
In a freestanding ESL program, Language Arts is taught using ESL and ELA methodologies and content area instruction is in English using ESL strategies. In the Push-in model for Math, Science and History, content area instruction is also delivered in English with the support of the ESL teacher using ESL methodologies which are incorporated in the lesson and delivered using a co-teaching model. ELLs take a single-47 minute per day of Native Language Arts.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
During the identification process students are interviewed in English and Spanish. Also, potential ELLs are administered the LAB-R in both English and Spanish to evaluate their native language skills when they enter the school. Native Language Arts is taught in Spanish to reinforce NL development and facilitate the process of English language acquisition. Assessment data and student work products are analyzed periodically to evaluate native language development throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Differentiated instruction is at the core of ESL instructional planning. The ESL teacher incorporates all four modalities in her daily planning and lesson delivery. Students are exposed to diversified texts varying in complexity. Audiovisuals are continuously used to reinforce listening skills. Heterogeneous instructional groupings aid in the development of speaking language abilities. Lastly, assessment results from performance series and Empower 3000 inform instructional planning and to reinforce reading and writing skills and determine areas in need of improvement.
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).

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

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

Long-Term ELLs and SIFE

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

ELLs with Special Needs:

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

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

Our students are programmed heterogeneously across content areas to find the most appropriate setting and make advancement towards meeting graduation requirements. We also have a number of special education ELL population that receive instruction by a licensed special education teacher and an ESL teacher using a co-teaching model. Each program of study follows the mandated number of instructional minutes.

Advanced ELLs:

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

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?

ESL teacher uses QTEL strategies in collaboration with content-area teachers. Teachers of ELLs use the following materials: Books, TV, VCR, DVD, Portable computer lab, tape and CD recorders, and the library has a vast collection of books and technological equipment that cater to our ELLs.

Specifically, teachers use the following texts:

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

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

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

Passages, Richards and Sandy, All Levels

Grammar in Context, Elbaum -- All Levels

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

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

Preparing for the NYSESLAT: Attanasio & Associates

Preparing for the ELA Regents --Amsco

Preparing for the ELA Regents -- Kaplan Summer School Program

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?

Teachers of ELLs use the following techniques:

School-Wide initiatives (2013-2014): Teachers will be using writing portfolios and utilizing rubrics to assist students with writing. Teachers are expected to have students identify learning goals and continually assess students during the period as well as before and after units of learning. Mastery teaching/learning is our focus and teachers will reteach material as they see fit to guarantee that each child understands the material. Multiple intelligence theory has been used as each student completed a survey at the beginning of the year to show their preferences. Teachers will use this information to differentiate instruction as well as use information from the ELA and ELL Periodic Assessments via CTB McGraw Hill and Pearson (ELL Assessment) in conjunction with use of ARIS and Acuity to modify instructional materials and provide students with individualized supplementary materials for learning.

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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.

Our targetted intervention programs for ELLs include the following:

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

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

Our current program supports 28 ELLs using a push-in (co-teaching) model across the content areas. The ESL teacher plans instruction and delivery in collaboration with the ELA, history, math and science teachers. The program benefits students two fold: (1) by ensuring that students receive the language development support from an certified ESL teacher, and (2) by allowing ELLs to accummulate content area credits required for graduation. Our current program allows for language development and content specific academic vocabulary instruction. Students are prepared to take the required New York State Regents assessments and we have had a number of ELLs graduate with a Regents, and/or Advanced Regents diploma. Some ELLs even graduate with a CTE endorsed diploma. Additionally, instruction, differentiated learning, computer-based reading and writing programs are backstopped by continual teacher training and professional development workshops.

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

New programs or improvements for ELLs include the following on-line programs: Empower 3000 and My Access Writing program. Also, continuous use of assement data from performance series, ELL periodic assessment, ELA Regents exams and inquiry based item analysis will inform instructional decisions across content areas.

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

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

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

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

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

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

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

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

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

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

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.

All students are required to complete a summer school reading program. Our school is not open during the summer so we

encourage our students to apply to summer school when necessary. Currently, we do not offer a bridge program, but are constantly seeking funds to make this a reality for our students as we feel such a program would greatly benefit our youngsters.

18. What language electives are offered to ELLs?

We offer Spanish as an elective language.

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)?

Not Applicable

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.

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

ESL: MS. Domenech (fully certified, ESL teacher) and Mr. Guerrero (certified bilingual).

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

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

To begin this process it was necessary to have weekly professional development activities that included analysis of the SIOP text. Some professional development activities included analysis of our individual students too. We were able to see that our current classes needed to move forward the SIOP model in order to improve instruction. After teachers were able to understand the major elements of sheltered instruction, it was necessary to give them the tools to provide such instruction. Teachers were able to understand the major elements of sheltered instruction, it was necessary to give them the tools to provide such instruction. Teachers started by planning lessons together that included elements of content standards and ELL standards and to make sure that each was given adequate time during lessons. We also instructed teachers to perform inter-visitations so that they could see a number of different strategies that are used for ELLs. These individual strategies include, but are not limited to the following: teacher modeling, read-alouds, journal writing, round-robin reading, to talk to the text, graphic organizers, collaborative posters, and computer based instruction. In a similar manner, we provided outside workshops for these teachers to attend. For example, they were able to attend a Common Core Learning standards for ELLs conference and participate in an Action Research study to further their knowledge of ELLs and the strategies that help to improve instruction. Additionally, we will continue to network with other schools offering ELL programs to give our ESL teacher opportunities to share best practices with other teachers. Lastly, we are doing everything in our power to improve the academic performance of our ELLs so they will find success in class and on the Regents examination. As educators, we strive to improve our program so that every ELL is receiving the best education possible, and that they are meeting all state and city requirements. Our goal is that ELLs will transition smoothly into college preparation programs with mastery of content skills.

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

workshops, portfolio assessments, and accountable talk will round out the primary goals of the PD program.

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?

ESL workshops will be given to parents once per month including opportunities for cultural experiences throughout the entire school year. Parents will be afforded the opportunity to better their own English skills with ESL tutorials. English language acquisition along with strategies that may better assist their child with homework, reading, writing, speaking, and listening will be the focus of the workshops.

Our school is a partner of The Leadership Program, Urban Arts Partnership and Creative Connections. CBO providers will hold various workshops throughout the school year. Topics will include: health and nutrition, reading and writing with your child, the U.S. citizenship application process and becoming a partner in your child's education. Additionally, translation and interpretation services will be provided throughout the school year.

Parental needs are based on Ms. Generoso's (Parent Coordinator) parent survey which is conducted at the beginning of the school year in both English and Spanish.

Routinely, parents have requested that our school continue to offer translation services, language classes/instructional sessions, and our new adult learning education program that assists the community with technical and computer-based training and work-readiness skills. Parents also request that our school offer cultural events such as the Annual Mother's Day and Holiday Show as well as other school-wide events and family trips.

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.

Not Applicable.

Part VI: LAP Assurances

School Name: Samuel Gompers CTE High School

School DBN: 655

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joyce Mills-Kittrell	Principal		11/12/13
Joseph Wilson	Assistant Principal		11/12/13
Sandra Generoso	Parent Coordinator		11/12/13
Leticia Domenech	ESL Teacher		11/12/13
Emilio Marti	Parent		11/12/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Miguelina Infante	Guidance Counselor		11/12/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **655** School Name: **Samuel Gompers CTE High School**

Cluster: **6** Network: **610**

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

Part A: Needs Assessment Findings

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

A school-based committee was formed to assess the relevance and feasibility of our ability to communicate effectively with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement. First, teachers reviewed our strategies as well as the school Inquiry Team and a dialogue ensued to continue to engage in proactive steps to ameliorate any incongruent areas. Our Department will continue to review our LAP and continue to engage in proactive steps to use data to monitor and to improve language translation and interpretation for non-English speaking parents. As school servicing 28 English Language Learners and twice as many parents who speak a language other than English, we strive to work in a learning community where communication is feasible and relevant. As a school we will continue to provide numerous written translation and oral interpretation methods for our students and parents. We conducted our assessment of written translation needs by reviewing the following:

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

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

Oral Interpretation Needs Assessment

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

All Parent Events Call for an Interpreter:

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

The findings were reported to the school via departmental meetings, ELL Coordinator, and through the CEP

Part B: Strategies and Activities

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

We plan to provide the following written translation services:

1. Parent Notification Letter
2. Suspension Documents (those not already translated by the DOE)
3. Academic Standards
4. SES Providers as per NCLB

5. School Leadership Team Meetings
6. Open School Evening and Afternoon Documentation
7. Parent-Teacher Association Meetings
8. Parent Orientation Materials
9. Academic Intervention Services
10. School Safety Plan and CEP (when requested)

Most translation services will be provided by trained in-house school staff. When the needs arise we will seek services from an outside vendor. Also, written translation of all communication and correspondence sent home via mail will be facilitated by our bilingual Assistant Principal. Additionally, all oral communication sent via the phone messenger system will be translated into Spanish (the home language of highest incidence in our school community). Written translation of all communication and correspondence sent home via mail will be facilitated by our bilingual Assistant Principal. Also, all oral communication sent via the phone messenger system will be translated into Spanish (the home language of highest incidence in our school community).

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.

Most translation services will be provided by trained in-house school staff. When the needs arise we will seek services from an outside vendor. Our Parent Coordinator will be the point person who will serve as interpreter during school-wide events. Additionally, we have one bilingual Assistant Principal, two guidance counselors, two paraprofessionals and one school aide who will service our parents and school community by providing interpretation services during the above stated events.

Oral interpretation services will be provided by the following:

1. Parent Coordinator Ms. Generoso
2. Teachers: Ms. Domenech and Mr. Madrid
3. Counselors: Ms. Paez, Ms. Infante
4. Paraprofessionals: Ms. Arce and Mr. Ramirez
5. School Aides: Ms. Martinez
6. Assistant Principal Ms. Salcedo

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>.

Our school plans to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by providing translation services in accord with the regulations. Parents will be notified regarding the school and DOE translation services in posters, written communication, internet, and school messenger system as well as via the Parent Coordinator, ELL Coordinator, and teachers.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Samuel Gompers CTE High School	DBN: 07X655
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

I. Rationale:

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

After-School Academic Intervention Services for ELLs with Parental Inclusion

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Entitled ELLs (Grades 9-12)

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

Sp. Ed. ELLs (Grades 9-12)

III. Schedule and Duration:

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

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

IV. Materials:

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

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

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

Part B: Direct Instruction Supplemental Program Information

V. Language of Instruction:

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

No. and types of certified teachers:

One (1) Certified ESL Teacher

One (1) Content Area Teacher

VI. Types of Materials:

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

Materials will include:

Journal

Empower 3000—Web-based reading comprehension and writing program

NYSESLAT Review Books

Other software applications resources to Improve Reading and Writing:

My Access!

Achieve 3000

BrainPop

SmartBoard

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

I. Rationale:

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

II. Teachers to Receive Training:

All content area teachers, ESL and special education teachers.

III. Schedule and Duration:

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

IV. Topics to be Covered:

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

V. Name of Provider:

Ollie Fields-Thacker, UFT Teacher Center Liaison

Ms. Domenech, ESL Licensed Teacher

Reading Comprehension Software vendor (Empower 3000)

Part D: Parental Engagement Activities

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

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

Begin description here:

I. Rationale:

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

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

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

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

II. Schedule and Duration:

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

Part D: Parental Engagement Activities

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

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

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

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

III. Topics to be Covered:

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

Computer Literacy

Helping your child with homework

Reading with your Child

Home-School-Community Environments

IV. Name of Provider:

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

V. How parents will be notified of these activities:

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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