Department of Education
Carmen Fariña, Chancellor

Division of Specialized Instruction and Student Support
Office of English Language Learners
Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: Alfred E Smith CTE High School	DBN: 07X600
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☒Before school ☒After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 65 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Student data reveal our students struggle with English Language Arts and Social Studies curricula. Prior to the start of the regular school day, students with Beginner Level and Intermediate Level have tutoring and free standing ESL classes in the Library and one classroom. For the current school year, students are receiving additional support in these areas with after school tutoring every Tuesday and Thursday from 2:50 to 3:30 for all content areas, beginning September 15, 2014 and ending June 2015, with a focus on essay development and writing aligned with Common Core Learning Standards, incorporating supporting evidence from supplementary text with graphic organizers and rubrics to include strategies for scaffolds and differentiation. Students are served in free standing ESL classes with additional support in Mathematics and Social Studies. Instruction provided by a combination of ESL certified teacher, NLA teacher, Bilingual mathematics and social studies teachers. Materials provided to students in English with support in native language as needed. A Saturday program will be held during January for Regents preparation from 9:00 am to 12:00 am.The incorporation of supporting materials such as classroom libraries and technology support through iPads and laptops in each classroom and/or access to computer labs are provided with additional materials utilizing ACHIEVE3000 reading program to further support our students' language acquisition and content specific topics. Tutoring in Living Environment is taking place beginning Oct 1, 2014 on Mondays and Wednesdays from 2:50 to 4:30 to prepare English Language Learners for the Regents Exam and improve outcomes in class. This class will continue throughout the school year through June 2015.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Professional development for ACHIEVE 3000 was provided on October 3, 2014 and one more session on January 24, 2015 by coach Anya Dennis, to ensure teachers using the program are supported and understand the data provided through student use. Additional professional development opportunities will be provided for all staff during chancellor's day professional development in January and June, 2015, by the same coach, Anya Dennis, to develop units of study using ATLAS in order to address our ELLs needs. Participants included Phedra Medina, ESL Teacher, Morgen Hall, ELA Teacher, Yris Velazquez, Special Ed Bilingual Teacher, Dean Henry, Special Ed teacher, Elena Cardenas, Bilingual Paraprofessional, Marie Garcia, ELA Teacher, Sal Banuelas, Bilingual Math Teacher. Each session is a full day of professional development and classroom support, using data to analyze student movement and seeking trends. ELL data is examined and discussed during Morning meetings three times weekly during team meetings (45 minutes each meeting) to include all above named participants, both in content areas (Wednesdays) and grade teams (Monday/Friday). During full faculty conferences monthly (one hour in duration), ELL strategies that are considered best practices are discussed with ongoing professional development provided. Coaches include Teachers College Coach

Part C: Professional Development
Crystal Belle for ELA and Frederich Mann, TEachers College Coach, biweekly for half day sessions with teachers in content areas. Additional professional development is provided by Dr. Marie Alcock, consultant to the NYCDOE, in differentiation, ATLAS training and unit planning. The first session was held September 3, 2014 for a full day with ATLAS training as the topic. The second session was held September 21, 2014, with the topic of incorporating Common Core Learning Standards in all content areas for half day session with all staff. For the current school year we are additionally supported by our support partner, New Visions, with targeted support for administration with Danielson framework and observations, for full day sessions four times per year by our network leader, Romi Carillo and talent coaches to be determined. This professional development will take place quarterly throughout the school year, the first held on October 22, 2014, with upcoming dates to be announced.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Parent Association Meetings and orientation meetings provide opportunities for parents/guardians to receive materials in regard to LEP programs and instruction across all content areas. There are schedulesd meetings prior to standarized exams in January and June for Parents, with translation provided in native language. Parent workshops: 10/16/2014-Financial Aid applications, 11/24/2014 Financial Aid application process and applying to college, 12/18/2014 Cultural diversity, 1/19/2015 credit and banking workshop, 2/26/2015 Gang awareness, 3/26/2015 Art Awareness & 4/23/2015Annual celebration of culture. Each workshop will be 2 hours in duration facilitated by Judith Rudge, Creative Connections Success Coach. Notification to parents/guardians will be provided through phone messages in both languages, letters to home, and home visits when needed. A variety of speakers will be incorporated through the efforts of our parent coordinator, Ms. Delgado,Parent Coordinator, ESL teacher, Ms. Martin, Bilingual teachers, Mr. Banuelos and Ms. Velazquez and Spanish Teacher, Mr. Lockhart along with administrators and support staff provide additional support to our families for translation services.Our first parent meeting was held September 23, 2014, with "curriculum night" as the focus with all teachers present and offering course syllabus and expectations for our students. The second session was held on Open School night, November 5, 2014 and Afternoon, November 7, 2014 with both sessions lasting 3 hours. All staff was present to provide answers to parents' questions. During all sessions, to include all our families language needs, our school aides that include Diana Rivera, Rosa Vega, Rosa Gonzalez and paraprofessionals Elena Cardenas and S. Barbosa provide any translation that may be needed for teachers and staff that are not bilingual. Our bilingual teachers and ESL teacher are always ready to provide assistance as needed.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	11,200	ESL teachers provides supplemental instruction and tutoring before the start of the studnets school day.
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

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

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

Principal: **EVAN SCHWARTZ**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Alfred E. Smith CTE High School School Number (DBN): 07X600

School Level: Secondary Grades Served: 9-12

School Address: 333 East 151st Street Bronx, New York 10451

Phone Number: (718)993-5000 Fax: (718)292-1944

School Contact Person: Evan Schwartz Email Address: Eschwar2@schools.nyc.gov

Principal: Evan Schwartz

UFT Chapter Leader: Christine Gross

Parents' Association President: Ms. Dustenberg

SLT Chairperson: Yolanda Silvera

Student Representative(s): Kaina Cintron, Connie Jimenez, and Esteban Peralta

District Information

District: 07 Superintendent: Elaine Lindsey

Superintendent's Office Address: 1 Fordham Plaza (842A) Bronx, New York 10458

Superintendent's Email Address: ELindse@schools.nyc.gov

Phone Number: (718)741-3157 Fax:

Cluster and Network Information

Cluster Number: CFN 562 Cluster Leader: Romina Carrillo

Network Number: New Visions for Public Schools Network Leader: Barbara Gambino

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Evan Schwartz	*Principal or Designee	
Christine Gross	*UFT Chapter Leader or Designee	
Ivette Durstenberg	*PA/PTA President or Designated Co-President	
Rosa Gonzalez	DC 37 Representative, if applicable	
Kaina Cintron Connie Jimenez Christopher Gibson Baldino Baldeo	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Yolanda Silvera	Member/SLT Chairperson	
Nilsa Delgado	Member/Parent Coordinator	
Stephanie Rodriquez	Member/ Parent	
Dean Henry	Member/ Teacher	
Solomon Marin	Member/ Social Worker	
Julia Raykin	Member/UFT	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan
Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Comprehensive Educational Planning Memorandum.

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework
• **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
• **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
• **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html
SIG Cohort 5: http://www.p12.nysed.gov/turnaround/SIG5Applications.html
SIF Round 3: http://www.p12.nysed.gov/turnaround/SIF3.html

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	Academic Intervention Services are available to all students. Scholarship reports and data from state assessments have been used to determine the needs of students and strategies that will be used when dealing with their academic and social issues.	Read aloud using carousel Achieve 3000 Tutoring	Small group tutoring is provided to all students at the end of their school day. An additional teacher has been provided per grade so that we can ensure smaller class sizes and a reduction in CTE classes. We have also created team teaching structures to assist students who are at-risk but not classified as special needs. In classroom strategies will be used for self-contained and ICT students. Small group instruction will also be used to enhance student outcomes.	Services are provided during the school day and our after school program is enhanced through our partnership with Creative Connections through the 21st Century Grant. Students are able to take an English elective for course credit in this PM school class.
Mathematics	Academic Intervention Services are available to all students. Scholarship reports and data from state assessments have been used to determine the needs of students and strategies that will be used when dealing with their academic and social issues.	Achieve 3000 Tutoring	Small group tutoring is provided to all students at the end of their school day. We have also created team teaching structures to assist students who are at-risk but not classified as special needs. In classroom strategies will be used for self-contained and ICT students. Small group instruction will	Services are provided during the school day and our after school program is enhanced through our partnership with Creative Connections through the 21st Century Grant. Afternoon tutoring with math teachers twice a week in Algebra and Trigonometry. Achieve 3000 is also

			also be used to enhance student outcomes.	being used to work with special needs students. Co-teaching structures have been established to provide additional support for at-risk students.
Science	Academic Intervention Services are available to all students. Scholarship reports and data from state assessments have been used to determine the needs of students and strategies that will be used when dealing with their academic and social issues.	Tutoring Achieve 3000	Small group tutoring is provided to all students at the end of their school day. We have also created team teaching structures to assist students who are at-risk but not classified as special needs. In classroom strategies will be used for self-contained and ICT students. Small group instruction will also be used to enhance student outcomes.	Services are provided during the school day and our after school program is enhanced through our partnership with Creative Connections through the 21st Century Grant. o-teaching structures have been established to provide additional support for at-risk students.
Social Studies	Academic Intervention Services are available to all students. Scholarship reports and data from state assessments have been used to determine the needs of students and strategies that will be used when dealing with their academic and social issues.	Guidance Counselors have programmed all students who failed the Regents with a score of 64 or below in the core academic classes for Regents prep courses. Teachers utilize mock examinations, primary sources, informational text, readings, and interactive activities to engage students in the subject matter. Additional teachers have been placed in some classes to provide more academic support to students.	Small group tutoring is provided to all students at the end of their school day. An additional teacher has been provided per grade so that we can ensure smaller class sizes and a reduction in CTE classes. We have also created team teaching structures to assist students who are at-risk but not classified as special needs.	Services are provided during the school day and our after school program is enhanced through our partnership with Creative Connections through the 21st Century Grant. Students are able to take a Global History and U.S. History and Government prep course and a course for credit in this PM school class.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist,*	Based on Annual reviews, IEP goals, teacher team meetings, and parent	One to one sessions Small group sessions Small group and individual sessions	Scheduled sessions with the guidance counselor, school psychologists, or	As needed/referrals

Social Worker, etc.)	and teacher referrals		school social worker	

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses "leading indicators"
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
1. All students in grades 9-12 will receive an additional 200 hours of instruction (Note: Some graduating seniors may not need the additional hours based on their credit accumulation and examination history. 2. 90% of students who complete the summer school intensive program will receive credit for the acquired coursework by August 2015.)

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.
Grades 9-12/All subgroups
Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School: • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
1. The school leader has programmatically structured the school day to ensure that teachers have common planning/meeting time to discuss student progress across grade levels, evaluate student work, and develop curriculum. 2. Beginning in September 2013, all students have been placed in a Student Advisory course to ensure that each young person has a relationship with at least one caring and nurturing adult in the building. Research studies have shown that students are more successful when someone has a genuine interest in their academic and personal growth. Each advisor serves has become an advocate for their advisees and is responsible for regularly communicating with teachers, parents and guidance counselor regarding their academic development.

3. The guidance and support staff have collaborated with the administrative cabinet to identify at-risk students and ensure that are receiving academic support in meeting the mandated requirements for graduation. Guidance counselors have provided workshops to students during their advisory classes to address the social and emotional needs of our students. During these sessions, counselors review transcripts and discuss graduation requirements, official status, and credit accumulation.
4. In partnership with Creative Connections, we have developed Regents prep courses and courses for credit to aid our students in meeting state requirements for graduations. Guidance counselors have worked with students and families to ensure that students who have not received a level of proficiency of 65 or higher on the core state assessments are registered for these courses. These courses are offered Mondays-Thursdays. An onsite coordinator has been placed in the school beginning in September 2013, to oversee the program and serve as a liaison between the organization and the school community.
5. All cohort students who fail to meet graduation requirements will be placed in an intensive summer school program which will provide additional preparation for state assessments and opportunities for credit accumulation in the core subject areas.
6. In partnership with the 21st Century Community Learning Centers, we have been offering the TEC Financial Management course in advisories and various math classes. In addition, the program has also extended to extracurricular activities such as the Dance, Vocal, Yugioh, Film and Music Clubs that meets two times per week. Our onsite coordinator actively recruits students for these programs and monitors their progress.

Part 2c. Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Administrative cabinet, teachers, guidance counselors, UFT consultation committee and support staff will be responsible for the implementing and overseeing the ELT program.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The scheduling of physical education at the start and end of the school day allows us to effectively implement the ELT while creating an opportunity for common planning time with our faculty.

Part 3c. Timeline for implementation and completion, including start and end dates.

September 2014-August 2015

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

X	**21st Century**	X	**Tax Levy**	X	**Title I SWP**		**Title I TA**	X	**P/F Set-aside**	x	**C4E**
X	**Title I 1003(a)**	X	**Title III**		**PTA Funded**	X	**Grants**		**School Success Grant**		**In Kind**

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
At the conclusion of every marking period (6 in total), we will analyze student programs, teacher scholarship reports, and identify at-risk students.				
Part 5b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
  - Section E. Instructional Staff under Sections II. & IV.
  - Section G. Organizational Plan under Section I. Training Support and Professional Development
  - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	**Schoolwide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

Part 2: All Title I Schools

2a. 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.
1. Beginning in July 2014, the Professional Development committee convened to develop a professional development calendar for the 2014-2015 school year. 2. The school leader and administrative cabinet has utilized observations and feedback outcomes to identify trends and inform future professional development sessions. 3. The school leader holds meetings with all non-tenured staff to provide instructional and professional support. 4. All teachers and support personnel will receive mid-year and end-of year evaluations of classroom observation trends, alongside student performance outcomes, as a means to enhance instruction for the NYCDOE's New Teacher Evaluation and Development System. 5. The Open Market Hiring System is utilized each year to recruit personnel to our school. 6. In partnership with the Success Via Apprenticeship (SVA) Program, we have been able to hire two former student teachers for our automotive and graphic arts program in September 2014. These recruits have demonstrated the highest standards in their specialty area and completed a CTE sequence.

2b. 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).
1. Weekly and monthly professional development will be provided to all teachers on the Danielson framework , unit planning, developing rigorous Common Core lesson plans that engage students, and the instructional shifts. 2. The school leader has developed a system to ensure that all teachers and instructional support staff meet on a weekly basis. Teacher collaboration is an effective tool to enhance student achievement. Frequent interactions among the staff has changed the culture of the school and established a "learning community" that adamantly supports student progress. 3. Grade teams and Content Area teams meet weekly to discuss student progress, monitor and revise goals, plan, and participate in professional development workshops. 4. School leaders have encouraged the staff to attend conferences both in and out of the city to enhance their professional growth.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.
1. ELA and math teachers have utilized the city-wide assessments to create baseline data for the year that will culminate in an end-of-year assessment. Professional development has been offered in the creation and development of using a rubric. Teachers are encouraged to share their best practices during weekly meetings. 2. The Advisory Rubric Committee is currently meeting to develop a comprehensive rubric for grading students in Advisory according to completion of the required coursework.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$325,624	x	Page 8,9,11,12
Title I School Improvement 1003(a)	Federal	$1,130,000	x	Page 8,9,12

Title I Priority and Focus School Improvement Funds	Federal	$78,030	x	Page 8,9,12
Title II, Part A	Federal			
Title III, Part A	Federal	$11,200	x	Page 8,9
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	$2,563,807	x	Page 8,9,11,12

[1]**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **[Alfred E. Smith CTE High 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 the school and the families. The 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 the school community. **[Alfred E. Smith CTE High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 7	Borough Bronx	School Number 600
School Name Alfred E. Smith 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 Evan Schwartz	Assistant Principal Barbara Roman
Coach Billy Gioia, New Visions	Coach Crystal Belle, Teachers Colleg
ESL Teacher Phedra Medina	Guidance Counselor Stephanie Santos
Teacher/Subject Area Sonia Ortiz/Social Studies	Parent Ms. Durstenberg
Teacher/Subject Area Y.Velazquez/Mathematics/SE	Parent Coordinator Nilsa Delgado
Related Service Provider Julia Raykin	Other H. Martinez, ELA Lead Teacher
Network Leader(Only if working with the LAP team) Romina Carillo	Other K. Boyno, Math Lead Teacher

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	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 not 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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	408	Total number of ELLs	65	ELLs as share of total student population (%)	15.93%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										4	1	0	0	**5**
Dual Language (50%:50%)														**0**
Freestanding ESL														
Push-In										2	1	0	1	**4**
self-contained										2	1	1	1	**5**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**8**	**3**	**1**	**2**	**14**

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	8	8		4	7	1		1		12
Dual Language					0					0
ESL	16	5	11	15			22		7	53

	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
Total	24	13	11	19	7	1	22	1	7	65
Number of ELLs who have an alternate placement paraprofessional: 1										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Sp										8	4			12
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	8	4	0	0	12

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
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										27	13	6	19	**65**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic										1				**1**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other												1		**1**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**28**	**13**	**7**	**19**	**67**

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										11	4	2	2	**19**
Intermediate(I)										6	4	2	13	**25**
Advanced (A)										10	5	2	4	**21**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**27**	**13**	**6**	**19**	**65**

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

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   We examine the 8th grade ELA performance levels, alongside the NYSESLAT results. Additionally, this year, we administered the ELA Performance assessment and have carefully examined ELL results to identify skill areas in need. The ACHIEVE3000 program offers a lexile level of reading that will improve as students records answers to high interest articles. We will be tracking this data to make

imformed decisions regarding our instructional plan.

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

   Both the Lab-R and NYSESLAT data reveal that overall, students perform higher on speaking and listening sections and continue to struggle with reading and writing components across all grade levels, with improvements noted in grade 12. The Lab-R data applied for the previous year included only one student tested at our school, most incoming students fell in to the long term service component, while the one student testes as a newcomer in 9th grade was proficient. The new incoming 9th grade class has a similar pattern with the exception of 8 students testing in Beginner Level with less than 3 years of services. These students have low range scores in speaking and listening along with low scores in reading and writing. Students in grades 11 and 12 tend to stay in the advanced level with more than 6 years of service, not achieving proficiency. This data will inform our instructional practices in ELA and Social Studies as well as ESL classes to address the reading and focus on best practices to provide targeted instruction and interim assessment to look for areas of improvement. With consistent vocabulary building strategies across all grade levels now being implemented we will look for upward trends in data to inform further instructional strategies and targets.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

   IThe state did not release the spring 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   a. Patterns across grade levels with proficiencies reveal data that is consistent, with the largest number of beginner level in grades 9 & 10, and Advanced level proficiency highest in grade 12. By grade 12, ELLs are performing better in writing and with the reading components as revealed in multiple choice answers and essays while students in grades 9 and 10 are performing at or below level 1.

   b. As new administration entered the high school with many changes in all systems school wide, leadership and teachers were using the data to explore the possibility of building a TBE program, focusing on grade 9 to address the low outcomes. Instructional targets were set in ESL and ELA classes to include Pearson's success online program offering workbooks and support in native language(Spanish)

   c.The teachers and administration are learning that our 9th and 10th grade ELLs require much more support, particularly in their native language. We are exploring ways to incorporate more ESL support using push in bilingual teachers in content areas. Most importantly, we have included after school tutoring, lunch time tutoring and Native language support with the ACHIEVE 3000 program that all students can access in school, at home or in the public libraries and school library before and after school. We are also purchasing Rosetta stone for enrichment with students and for parent use.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

   Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

   By closely monitoring transcripts and report cards and meeting three times a week in grade level and content areas teams to discuss students' academic progress.

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

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

Verification of home language survey (HLIS)

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

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

- Home Language Survey (HLIS) with parent and student upon arrival from over the counter office.
- Parent views video and has an opportunity to ask questions and clarification as needed.
- Informal interview is conducted in native language and in English with the student, with a determination made for SIFE (Student with Interrupted Formal Education) Status determined, if unknown. (All of the above steps are completed by licensed pedagogues and translation, if needed, is provided). Parent Option letter is explained and parents make appropriate option for their student's instruction. Option documents are kept in student's file in ESL office. A running record is kept in binder format.
- LAB-R is given. The LAB-R Native Language test is only for Spanish speaking students.

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

- The level of ESL services needed is determined and the student is programmed appropriately with their guidance counselor. All of these steps are generally completed upon student's arrival. If there are missing or needed documents, the student and parents return within the 10 days, in order to complete the ELL identification process of initial enrollment, as per CR 154.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

When parents arrive at school, they first meet with our parent coordinator. They are informed of the requirements for their choice of program within 10 days of registration. If parent(s) is open to completing the process, it begins immediately.Parent choice is explained during the interview/screening process and when given home language surveys. Parents are explicitly given choice without prompting by school personnel, as listed above with licensed pedagogues. Parent choices include;

TBE (Transitional bilingual education)

DL (Dual language)

Free-Standing ESL (English as a Second Language)

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

Student placement is completed only after parent interview and screening process has been completed. If the parent agrees to complete their choice when registering, and the letter of parent choice is appropriately completed, the student will be programmed at this time and escorted to class, this process taking approximately one hour. Ms. Stephanie Santos, Bilingual School guidance

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
Entitlement letters are mailed in September, during the first week of school, by our attendance office aides and Ms. Delgado, parent coordinator. Additional letters are available during open school night in October to capture any parents who may have changed addresses and/or who have not returned the entitlement letters by this date in time. Copies of the letters are kept in each students file and the information is entered into a spreadsheet to maintain the tally for parent's selection. At the beginning of each school year, entitlement letters are mailed home, in both English and Spanish, with a copy of the letters placed in the student files, housed in the ESL office. This system allows easy access to find the documents at any time for reference. The spreadsheet is updated and kept on file.Any continued entitlement letters not returned by open school night in October, are prepared for open school night and parents are met by parent coordinator and assistant principal in the entry in order to complete this requirement. Family workers and attendance office aides complete the follow up via phone and reproducing the letters when home visits are made in the event we have any letters outstanding. Entitlement letters are collected during these timelines and kept in a binder in Room 107.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
All correspondence with parents and students is offered in both English language and home language in order to ensure understanding. Family workers in all offices offer bilingual conversation. The parent coordinator and parent association are always available to communicate with parents. Once entitlement letters are collected (see description above for distribution), and continued entitlement letters are received, tallies are reviewed to ensure we are following the guidelines for creation of new classes if needed in TBE as per parent choice. With changes to programming, the attendance office supervisor with the direction of the assistant principal, enters updates into ATS via the ELPC screens within the alloted time frame of 20 days. Additionally, the supervisor of the attendance office is alerted to any discrepancies via the monitoring of ATS reports and notifications. Once all information is reviewed, programming is completed according to parent choice and needs of our students, how they scored on NYSESLAT and their current proficiency level (NYSELSAT for returning students and LAB-R data for newcomers). and on an as needed basis. Incoming 9th grade students have been contacted prior to the first day of school, along with parents, to ensure their first days are seamless. NYSESLAT results drives our instructional planning, resources procurement and technology decisions alongside entitlement/parent chocie. Students are programmed according to NYSESLAT results for both freestanding ESL classes and Bilingual Program for our 9th and 10th grade students. This academic year, we implemented ACHIEVE3000 for literacy with Spanish Language support and eSCIENCE to supplement and to support our 9th grade students in Earth Science classes. This is an engaging tool for our students and in addition to the ESL support, the students receive an extra class at the end of the day in the Library where they have access to computers to practice language skills. Thanks to our 21st Century Grant, students are encouraged to join our Culture Club after school to participate in language. Here they are joined by volunteer tutors from Teachers College to practice languages and to receive tutoring as needed.
Additionally, to our new 9th grade student from Yemen, we have provided him with an iPad for all classes and have one teacher on staff who speaks Arabic, tutoring him during lunch and advisory periods in mathematics. He receives tutoring after school with the Teachers College volunteers. In addition, parents are informed at this time about evening parent classes as well as Saturday programs that support their own learning as well as their students' learning provided by New Immigrants Welcome Center located in Castle Hill, Bronx.
Our school's parent association is active and prior to the processes being completed, our parent coorindator encourages parents to

join and become active members. The parent association meets monthly and hosts guest speakers to include a variety of topics of interest. Parents are encouraged to complete surveys on topics of interest to welcome them into the school's community of learners. Parent outreach is also a priority with designated bilingual family workers to make phone contact and ensure the delivery of mailed documents as they are made available.

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

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

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

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

ste response to question here:

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ

PaExamination of data from the past 3 years reveals the trend has reflected less than 20 parents selecting a TBE program as their first choice. The students are in various grade levels from grades 9, 10, 11 and 12. The monitoring process is ongoing and will follow compliance guidelines. Completed surveys are kept in individual student files as well as in a binder kept according to grade level. This binder is a reference guide which is closely monitored as students arrive and pages are added. The administration can access this binder at any time in the AP Roman's office. Yearly BESIS reports are also completed to review the status of parent options and student services being accurrately and successfully implemented.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

Instruction is delivered as follows:

a. Beginner Level Grade 9, Grade 10:
Students are programmed for one free-standing ESL class, one ESL class in ELA,and one push in support class in both mathematics and social studies per day.
Beginner Level Grade 9 and Grade 10, Special Education:
We currently serve 6 students with IEPs in a bridge program, giving instruction with a special education teacher, bilingual, and one alternate placement para for all 4 core content areas and ELA instruction.
Intermediate Level All Grades:
Two periods of push in instruction per day in each Math and Social Studies classes and one ESL class per day with ELA.
Advanced Level all Grades:

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

For all social studies classes throughout all levels of learners, teachers use targeted vocabulary instruction following the cummins model. Students are grouped for the workshop model to reinforce peer learning and promote their practice of English

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
   a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. The organization of our staff is to ensure that ESL teacher is programmed for free-standing classes, push-in support with the spring semester, our Technology Lab will include Achieve 3000 (ELL-Institute to provide) and Rosetta Stone.
a. For explicit minutes, we are providing the following:
i. Beginner level students receive 645 minutes per week: Free Standing ESL class (45 minites) Social Studies (45 minutes), Math (45 minutes) and ELA with support (45 minutes) = 900 minutes per week
ii. Intermediate level students receive 430 minutes per week=support in freestanding ESL (45 minutes(, eScience (45 minutes) and Social Studies (45 minutes) = 675 minutes per week
iii. Advanced level students receive 215 minutes per week: ELA support with push in (45 minutes) and Social Studies (45 minutes)=450 minutes.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. Content area is delivered as follows:
Social Studies, beginner level is taught with ESL teacher support and Bilingual teacher, math teacher is bilingual and ESL teacher for ELA classes
Methodologies will include technology support through Achieve 3000 and Rosetta stone.
Technology classes with our bilingual teacher provides ICE certification at the end of 9th grade and each student is developing an online portfolio to access their work and allows them to keep their work throughout their high school career.
Mathematics and ELA for intermediate level students are supported by ESL teachers using a variety of methodologies to reinforce language acquisition and understanding of cognates and technical language. Additional support is given through technology labs in Castle learning for mathematics and Achieve 3000 for ELA and Social Studies. Mathematics is programmed to be taught with ESL teacher and Mathematics teachers with bilingual extensions in order to support the scaffolding of learning and promotion of language acquisition. Supplemental texts are utilized, although Pearson Algebra and Geometry textbooks are the driving force behind our mathematics curriculum.
Study groups of teachers meet daily to unpack new teacher support materials using English Language Leaners in the content areas and Teaching Reading in the content areas. As we progress through this first year, teachers participating in the ELL Institute will turn-key learning to their peers/colleagues.
All teachers are working on curriculum mapping and incorporating technology in content areas. Pearson has tech support of their text book s available on their website and infused with short video clips to help students access the content

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

4. ELLs are appropriately evaluated in their native languages when entering school and registering. We reach out to staff who are fluent in the languages other than Spanish or call for translations. We are fortunate to have 2 additional schools located in our campus and can call on their staff when needed to offer translation services. All correspondence is available online for languages other than English for our forms required. This is completed using the same format as with all incoming students.
Students are participating in the new ELA Performance Assessments administered in October, again in January and again in June. Data will be examined after each assessment, teachers will drill down into the data to address skills that remain weak. School wide we are assessing with entrance/exit summaries that allow teachers to determine the impact of the lesson. Additionally, students are encouraged to stay after school to attend tutoring. Seniors are participating in a school wide 30 minute lunch tutoring program to

prepare for Regents exams in all content areas.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
With the inclusion of performance tasks, the teachers are working on presentations across content areas. This is accomplished with carefully planned activities that incorporate speaking, listening, reading and writing, homogeneously grouping students to prepare their presentations and rubrics that guide the processes. We have incorporated the jigsaw model from the ELLs Institute learned during our participation last year. Teachers are working on developing the skills and assessing student outcomes.
6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

a. Instructional plan for SIFE:

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

b. Instructional plan for ELLs, newcomers;

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

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

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Targeted Interventions:

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

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

Tutoring for all content areas with use of iPads, SmartBoards and laptops/computer labs

After school credit recovery program coinciding with new after school programs that include dance and music with Cultural themes

English/Spanish classes

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

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

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

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

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

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

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

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

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

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

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

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

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

From NYSESLAT results, ELA performance assessments, formative and summative assessments across content areas, students are programmed to receive their required and needed services and resources. Additionally, they receive technology supports and programs throughout their school tenure.

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

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

18. What language electives are offered to ELLs?

    Spanish class and tutoring in Spanish and Arabic.

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

    Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

UDL included in the instruction and sharing of best practices

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

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

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

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

collaborative inquiry process/teams

Looking together at student work

Classroom walkthrough and peer intervisitation

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

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

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

D. Parental Involvement

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

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

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

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

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

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

E. Additional Information

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

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

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

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

Part VI: LAP Assurances

School Name: AESmith CTE High School			School DBN: 07X600
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evan Schwartz	Principal		11/14/13
Barbara Roman	Assistant Principal		11/14/13
Nilsa Delgado	Parent Coordinator		11/14/13
Phedra Medina	ESL Teacher		11/14/13
Y. Durstenberg	Parent		11/14/13
Y. Velazquez	Teacher/Subject Area		11/14/13
S. Ortiz	Teacher/Subject Area		11/14/13
Crystal Belle	Coach		11/14/13
Billy Gioia	Coach		11/14/13
Stephanie Santos	Guidance Counselor		11/14/13
Romina Carillo	Network Leader		11/14/13
H. Martinez	Other ELA Lead Teacher		11/14/13
K. Boyno	Other Math Lead Teacher		11/14/13
J. Raykin	Other Speech & Language		11/14/13
Alex Thomas	Other T/C SS coach		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 02 **Network: 562**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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