



**2014-15  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

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

**07X655**

**School Name:**

**SAMUEL GOMPERS CTE HIGH SCHOOL**

**Principal:**

**JOYCE MILLS-KITRELL**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Samuel Gompers CTE High School School Number (DBN): 07X655  
School Level: High School Grades Served: 12  
School Address: 455 Southern Boulevard, Bronx, NY 10455  
Phone Number: (718) 665-0950 Fax: (718) 292-3164  
School Contact Person: Joyce Mills-Kittrell Email Address: jmillsk@schools.nyc.gov  
Principal: Joyce Mill-Kittrell  
UFT Chapter Leader: Philip Gazard  
Parents' Association President: Maria Norberto  
SLT Chairperson: Yira Salcedo  
Amaru Millin  
Student Representative(s): Hermes Feliz

**District Information**

District: 07 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Superintendent's Email Address: elindse@schools.nyc.gov  
Phone Number: (718) 741-5852 Fax: (718) 741-7098

**Cluster and Network Information**

Cluster Number: 06 Cluster Leader: Jose Ruiz  
Network Number: 603 Network Leader: Lawrence Pendergast

## 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:

- 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\*.
- 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.\*\*
- 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)
Joyce Mills-Kittrell	*Principal or Designee	
Phillip Gazard	*UFT Chapter Leader or Designee	
Maria Norberto	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Amaru Millin Hermes Feliz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yira Salcedo	Member/ Chairperson	
Miguelina Infante	Member/ Guidance Counselor	
Roxanne Leak	Member/ Teacher	
Ferdie Millin	Member/ Parent	
	Member/ Parent	
Denise Guterrez	Member/ Parent	
Aracelis Compres	Member/ Parent	
Isidra De Jesus	Member/ Parent	
	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

The School Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

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 School Comprehensive Educational Plan (SCEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> 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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.
4.	<b>Effective School Leadership:</b> 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.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. 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, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

SGHS is dedicated to educating the whole student creatively, technologically and emotionally. The school's mission is to become an urban technological school of excellence by preparing students for college, the world of work and beyond. Located in the heart of the South Bronx, the school currently serves a total population of 78 students in grade 12 with 100% Title I eligibility. Student population is comprised of 10% English Language Learners (ELLs) and 23% Students with Disabilities (SWDs), with a female to male ratio of 1:10. The school takes great pride in its rich diversity, wide breadth of educational opportunities, impressive historical architecture of the building, and highly qualified staff. The quality of the school's academic and career and technical education programs is reflected each year in the number of awards and honors that individual students receive and high level of student participation in elective courses. In addition, the school has developed strong partnerships with community based organizations to integrate college and career readiness curricula and visual and performing arts enrichment instruction during the school day.

As a school in its last year of phase-out, our main focus is to ensure that all students graduate by June 2015. Overage students will be placed in appropriate alternate educational settings. Students with Disabilities (SWDs) and ELLs will continue to receive transitional services. In addition, using data from the observation process, the school will continue to focus on expanding teacher practice through a common vision which consistently uses strategies and routines that provide multiple entry points for all learners to engage students in the use of higher-order thinking skills. The school will continue to provide job-embedded professional development on improving effective questioning and discussion techniques to promote teacher growth and increase student passing rate on the Regents. In addition, the school will continue to develop curricula-aligned assessments and rubrics that provide actionable feedback to students and teachers in order to inform and adjust instruction to improve student learning.

DTSDE Tenet we made the most growth in during the previous year is Tenet 5 - Supportive Environment. The school has developed a positive school culture that supports socio-emotional learning to prepare students for post-secondary pursuits. In addition, the school uses resources such as budget, time and technology strategically and aligns them to the school's instructional goals in order to meet student learning needs. The school has also developed a system of observations that aligns to the Danielson Framework and utilizes learning outcomes to improve school-wide instructional practices and promote professional growth. One structural change the school has implemented is strategic scheduling to provide common planning time for teachers to examine student work, engage in reflective practice informed by student outcomes and increased participation in IEP meetings. As a result, teacher collaboration has improved leading to the development of SMART standardized individual student goals and increased awareness of students' socio-emotional factors that may hinder students' academic achievement.

## 07X655 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	10,11,12	Total Enrollment	80	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.5%	% Attendance Rate			61.0%
% Free Lunch	70.3%	% Reduced Lunch			0.9%
% Limited English Proficient	12.2%	% Students with Disabilities			27.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.7%	% Black or African American			30.6%
% Hispanic or Latino	65.9%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			14.34
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	24.6%	Mathematics Performance at levels 3 & 4			18.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	51.8%	4 Year Graduation Rate			36.1%
6 Year Graduation Rate	41.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				

## 07X655 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	80	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.5%	% Attendance Rate		61.0%
% Free Lunch	70.3%	% Reduced Lunch		0.9%
% Limited English Proficient	12.2%	% Students with Disabilities		27.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		30.6%
% Hispanic or Latino	65.9%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		14.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	24.6%	Mathematics Performance at levels 3 & 4		18.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	51.8%	4 Year Graduation Rate		36.1%
6 Year Graduation Rate	41.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			

### 07X655 School Information Sheet Key

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Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
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# Foreign Language	2	# Dance	N/A	# CTE	N/A
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Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.7%	% Black or African American			30.6%
% Hispanic or Latino	65.9%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			14.34
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	24.6%	Mathematics Performance at levels 3 & 4			18.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	51.8%	4 Year Graduation Rate			36.1%
6 Year Graduation Rate	41.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				

### 07X655 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	80	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.5%	% Attendance Rate		61.0%
% Free Lunch	70.3%	% Reduced Lunch		0.9%
% Limited English Proficient	12.2%	% Students with Disabilities		27.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		30.6%
% Hispanic or Latino	65.9%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		14.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	24.6%	Mathematics Performance at levels 3 & 4		18.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	51.8%	4 Year Graduation Rate		36.1%
6 Year Graduation Rate	41.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			

## 07X655 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	80	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.5%	% Attendance Rate		61.0%
% Free Lunch	70.3%	% Reduced Lunch		0.9%
% Limited English Proficient	12.2%	% Students with Disabilities		27.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		30.6%
% Hispanic or Latino	65.9%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		14.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	24.6%	Mathematics Performance at levels 3 & 4		18.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	51.8%	4 Year Graduation Rate		36.1%
6 Year Graduation Rate	41.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			

### 07X655 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	80	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.5%	% Attendance Rate		61.0%
% Free Lunch	70.3%	% Reduced Lunch		0.9%
% Limited English Proficient	12.2%	% Students with Disabilities		27.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		30.6%
% Hispanic or Latino	65.9%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		14.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	24.6%	Mathematics Performance at levels 3 & 4		18.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	51.8%	4 Year Graduation Rate		36.1%
6 Year Graduation Rate	41.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			

### 07X655 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	80	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.5%	% Attendance Rate		61.0%
% Free Lunch	70.3%	% Reduced Lunch		0.9%
% Limited English Proficient	12.2%	% Students with Disabilities		27.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		30.6%
% Hispanic or Latino	65.9%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		14.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	24.6%	Mathematics Performance at levels 3 & 4		18.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	51.8%	4 Year Graduation Rate		36.1%
6 Year Graduation Rate	41.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			

### 07X655 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	80	SIG Recipient
				YES

Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.5%	% Attendance Rate		61.0%
% Free Lunch	70.3%	% Reduced Lunch		0.9%
% Limited English Proficient	12.2%	% Students with Disabilities		27.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		30.6%
% Hispanic or Latino	65.9%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		14.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	24.6%	Mathematics Performance at levels 3 & 4		18.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	51.8%	4 Year Graduation Rate		36.1%
6 Year Graduation Rate	41.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**

Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.

Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Teacher teams have developed curriculum maps and unit plans.
- The school has developed and implemented a protocol for examining student work across content areas.
- The school continues to provide professional development on alignment of students’ learning objective and performance tasks.
- Inquiry team identifies gaps in students’ learning and suggests possible interventions.

However, we still need to revise our curriculum so that it is engaging, rigorous, and effectively aligned to the CCLS so s to improve student outcomes and performance.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During SY 2014-15, our content teams will continue to work together to increase the rigor and coherence of curricula so that it is strongly aligned to the CCLS across all content areas with an emphasis on providing access for all learners including students with disabilities and English language learners which will result in 5% increase in the school’s Regents pass rate in June 2015.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide targeted professional development informed by observations using the Danielson Framework so that the PD sessions are meaningful and relevant to their individual needs.	These professional development sessions will run bi-monthly, serving a team of 10 teachers and 3 administrators.	September 2014-June 2015	School leader and administrators will supervise activity. Teachers, Network and Talent Coach will facilitate activity.
Contracting of Literacy and Math coaches to address areas of need such as Designing Coherent Instruction; Using Questioning & Discussion Techniques; Using Assessment for Instruction, Universal Design for Learning (UDL), Item Analysis, Backward Design and Best Practices.	.Targeted group will include 3 supervisors, 10 teachers and 4 coaches	September 2014-June 2015	CPET and Administration will supervise/implement activity.
Improvement in the Quality and Consistency of Unit Plans with the use of customized Rubrics.	10 teachers.	September 2014-June 2015	Each department head will collaborate with teachers.
In order to improve trust within our school community teachers will engage in professional development and share best practices to enhance their pedagogy.	10 teachers	September 2014-June 2015	Each department head will collaborate with teachers.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Funds will be allocated for teacher and supervisory professional development sessions, teacher team meetings and workshops led by academic supervisors and PD providers. Overall, the school will support</p> <p>A total of 10 teachers and 1 supervisor / 28 weeks / 56 hours</p> <p>CPET coaches will be contracted to provide Curriculum &amp; Development opportunities for teachers.</p> <p>On average, 3 CPET coaches will be contracted for 15 calendar days at a cost of \$1,200 per unit/day.</p>

In addition, the school will also contract services by Legacy Pathways to provide professional development and technical support in curriculum development and core instructional strategies to meet CCLS and NYCDOE instructional expectations. Service cost is projected at \$20,000 for the year.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Not Applicable

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Mid-point progress assessment will be given in February 2015 and will consist of questions that were answered incorrectly on the June 2014 Regents. We expect to achieve a 15% increase in pass rate on the January 2015 Regents as compared to that of January 2014.

**Part 6b.** Complete in **February 2015.**

3.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Overall, the school maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. Students feel comfortable with members of the school based support team. Every student knows at least one adult with whom they share emotional concerns freely and seek guidance as needed. The school has established a culture of high expectations where student success is celebrated through enrichment activities and awards ceremonies.

However, there is still an issue with student attendance. The school acknowledges student attendance has a direct relationship to student performance. Thus, in order to increase student progress and achievement we need to address the whole child and ensure that they are ready and able to attend school.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During SY 2014-15, the school will implement a positive behavior program with socio-emotional counseling in collaboration with the Sports and Arts in Schools Foundation (SASF) that will result in 10% increase in the PAR attendance for the year.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide academic intervention via an expanded learning program (ELT) (PM School and Saturday Academy)	58 students will be targeted for Saturday Regents Prep and 38 for PM school.	November 2014-June 2015	5 teachers will provide instructional support and one supervisor will oversee the programs.
Provide opportunities for peer mediation and SBST support services for at-risk students who are not meeting educational goals. These services will include individual and group counseling for the most at risk students, and a culminating team-building retreat to strengthen students' self-esteem.	A group of 25 students.	September 2014-June 2015	2 guidance counselors, 1 social worker and 1 supervisor.
Provide at least three educational parent workshops/intervention sessions to service parents of at-risk students who fail 2 or more classes per marking period. Particular focus will be placed on students who have received promotion-in-doubt letters.	20 families.	September 2014-June 2015	1 counselor, 1 educational consultant and 1 supervisor.
In order to build trust within our school community the school will continue its partnership with Sport and Arts in Schools Foundation. Through collaboration with (SASF) the school will continue to implement an attendance improvement plan to target tier 1 students (30-40% absences); tier 2 students (41-60% absences), and tier 3 students (61% or more absences). The attendance team will meet weekly to monitor student attendance and implement strategies to improve student attendance to reach our school goal of 75% by June 2015. Student incentives will include celebratory t-shirts, luncheons and awards recognition for most improved and perfect attendance.	15 students	September 2014-June 2015	1 guidance counselor, 1 attendance teacher, one supervisor.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
SASF Services will support school attendance plans and perform attendance outreach initiatives aligned with school goals. Service component will cost \$13,000 for the year. The Family Engagement and Attendance Improvement component will work with students in a variety of areas including academic support, counseling, attendance outreach and family engagement. Service component will cost \$10,000. In addition, the Career Awareness Program will provide students with skills and opportunities to help build bridges between work and school. This service component will cost \$13,000.

Student incentives for academic achievement will include: Recreational/educational afterschool activities. Student field trips will be conducted for students who meet academic achievement benchmarks for marking period 1, 2 and 3. The cost estimate for each filed trip experience will range from \$3,500-\$4,500.

Additionally, tier 1 students (30-40% absences), tier 2 students (41-60% absences) and tier 3 students (61%+ absences) who meet overall attendance goal of 75% will participate in special awards assemblies, luncheons and/or will receive gift card incentives for most improved attendance each month. We project approximately 25-30 student participants for each event. Additionally, 4-8 awards recognition assemblies including 4 breakfast for students with perfect attendance and 4 luncheons for students who are most improved will be provided for the months of October-May. Each student meeting these criteria will participate in a raffle for a \$25 gift card incentive each month.

Retreat for at-risk students: A mixed group of 25 students (grade 12) will participate in an overnight retreat to Ramapo, New York. In collaboration with SASF, staff will engage students in teambuilding activities and new adventures in an inclusive environment that promotes positive behavioral change and help support learning and personal growth. Student participants will work on relationship-building skills such as collaboration, cooperation, leadership, and conflict resolution through outdoor, adventure-based activities. This overnight experience will include transportation to and from school, meals and planned activities for all student participants. Funds will be allocated to cover costs associated with student retreat and staff training to include behavior modification strategies, staff meetings and intervention sessions with students, parents and staff. Student retreat will cost approximately \$4,500.

PER SESSION for PM and Sat Academy will be provided to cover 5 teachers, 1 supervisor, 1 guidance counselor, 1 secretary and 1 school Aide. PM school will run in three cycles of five weeks each for a total 90 hours. The cost estimate will be approximately \$31,000. Saturday school will run for 20 weeks/80 hours and will cost approximately \$21,000.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Not Applicable													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmark will include a comparison analysis of the PAR attendance for the months of September 2014-January 2015 to meet the overall goal of 75% for the year.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school continues to engage in structured professional collaborations on teams using an inquiry approach that promote shared leadership and focuses on improved student learning.

However, we strongly need to encourage our staff to utilize CCLS-aligned assessment that utilize rubrics so students can self-assess themselves and understand their next steps to improve their work.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During SY 2014-15, ongoing professional development will be provided so teachers can develop assessments and rubrics that provide actionable feedback to students and teachers in order to inform and adjust instruction to improve student learning which will result in 10% increase in the course pass rate from the previous year.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the*

development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
Supervisors will engage in a collaborative effort to review and identify areas of need for teachers including past observations and teacher self-assessments.	Teachers and supervisor	September 2014-June 2015	Teachers, Math and Literacy Coaches, and Supervisors
Departmental teams will meet to implement a protocol to analyze student work and assessment results that will inform the next unit of planning	Teachers and supervisor	September 2014-June 2015	Teachers, Math and Literacy Coaches, ELL Support, and Supervisors
Provide an array of professional development activities for teachers to utilize and implement in their classrooms.	Teachers and supervisor	September 2014-June 2015	Teachers, Math and Literacy Coaches, ELL Support, and Supervisors
In order to build trust within our school community teachers will engage in collaborative inquiry during common plan time to devise individual learning goals for all students.	Teachers and supervisor	September 2014-June 2015	Teachers, Math and Literacy Coaches, ELL Support, and Supervisors

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funds will be allocated for teacher and supervisory training sessions, teacher team meetings and workshops led by supervisors and CPET consultant.
Per session will cover 10 teachers and 1 supervisor to cover PD/training sessions. Department teams will meet weekly for two hours for a total of 28 weeks. Cost estimate for PD sessions will be approximately \$25,000.
Coaches will be hired to support ELA, ELL and Math teachers for 15 days at a cost of \$1,200/unit.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
Not Applicable													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
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1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
Mid-point benchmark will compare the scholarship data from January 2014 to that of January 2015 for a 15% increase.				
<b>Part 6b. Complete in February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school uses teacher observation data to drive professional development in areas that are in need of support. Questioning and assessments will be the focus for this academic year.

However, there are still teachers that received Developing or Ineffective ratings for last year that we need to continue to work with so they can become Effective in their practice and thereby improve student performance and outcomes.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During SY 2014-15, the school leader has created a system of observations to expand teacher practice through a common vision which consistently uses strategies and routines that utilizes learning outcomes to improve school-wide instructional practices and promote professional growth which will result in a 5% increase of teachers that move their overall rating from Developing to Effective.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Contracting of CPET consultant to provide training on the Danielson Framework and teacher practice evaluation	Teachers and supervisors	September 2014-June 2015	CEPT consultants and school leader
Supervisors will be provided with professional development opportunities by network staff on low-inference observation protocols, short frequent feedback, and the Danielson framework for teaching.	Teachers and supervisors	September 2014-June 2015	Network staff, CPET and supervisors
Implementation (turn-keying) of professional development sessions with teachers led by supervisors, CPET, Legacy pathways and network staff.	Teachers and supervisors	September 2014-June 2015	Teachers, Supervisors CPET and Legacy Pathways consultants and Network staff
In order to build trust within our school community school leaders will have transparency in terms of observation protocols, school policy and instructional feedback.	Teachers and supervisors	September 2014-June 2015	Teachers, Supervisors CPET and Legacy Pathways consultants and Network staff

### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Contracted Services will include: Educational consultants from CPET and Legacy pathways for training sessions on the Danielson Framework, walkthrough, developing curricula and classroom data collection tools.</p> <p>Coaches will be hired to support ELA, ELL and Math teachers for 15 days at a cost of \$1,200/unit.</p> <p>Legacy Pathways will work with school improvement framework and modules focused on helping school based teams and administrators to implement systems and structures to address school-wide goals and priorities. Services provided by Legacy Pathways Educational consultants will cost approximately \$10,000 for the year.</p> <p>Funds will be allocated for staff professional development sessions and data analysis meetings within department teams, after school and Saturday.</p>

Per session will cover 10 teachers and 1 supervisor to cover PD/training sessions. Department teams will meet weekly for two hours for a total of 28 weeks. Cost estimate for PD sessions will be approximately \$25,000.

Coaches will be hired to support ELA, ELL and Math teachers for 15 days at a cost of \$1,200/unit.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>P/F Set-aside</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Not Applicable

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

80% of teachers receiving an effective rating on Domain 3b-Effective Questioning and Discussion Techniques.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school continues to promote a culture for learning that communicates high expectations to staff, students, and families and provide supports to achieve those expectations.

However, it is critical that we increase our parent involvement and engagement in our school community so they can help support our work with their children and better understand where and how they can get help to keep their child on-track and receive any socio-emotional supports they may need.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During SY 2014-15, there will be increased opportunities for parent engagement within the school so that parents and families feel welcome and encouraged to engage with the school which will result in 10% increase in the graduation rate from the previous year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
College awareness and career readiness workshops will be offered to families of college bound students.	Parents and students	September 2014-June 2015	PA president, parent coordinator, guidance counselor and supervisor
Field Trips: Conduct two family field trips for cultural enrichment and four trips intended for college exploration. Two parent trips will be held to promote parent networking and cultural enhancement.	Families and students	September 2014-June 2015	PA president, parent coordinator, guidance counselor and supervisor
Transition workshop on ACCESS will support parents of SWDs to make informed decisions for post-secondary planning.	Families and students	September 2014-June 2015	PA president, parent coordinator, guidance counselor and supervisor
In order to build trust within our school community the school will offer a series of family literacy workshops to support student achievement and parent involvement by discussing relevant topics for families such as Supporting Your Child’s Study Habits, On the Road Toward Graduation and Preparing for College. Workshops will occur on a monthly basis and will be supported with phone calls and literature which will be sent home to families.	Families and students	September 2014-June 2015	PA president, parent coordinator, guidance counselor, College and Career consultants and supervisor

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School Supplies including printing and communication devices to support communication between school and home. General-supplies/OTPS expenditures will not exceed \$5,000 for the year.

Professional development services will be contracted by Creative Connections and Sport and the Arts in School Foundation. Services will be contracted for college tours and trade and vocational schools.

A Creative Connections Success Coach will visit the school for 14 visits one or two day/week per term and work in up to 4 classes, lunch time and advisory sessions. The program will implement 28 visits for the year at \$680 per visit for a total cost of \$19,000.

Field trips will consist of two success coaches serving up to 30 students for up to 5 hours per trip. Total cost of trips will be \$6,000.

Parent Engagement activities (school planning meeting with School Leadership Team and PA members, awards assemblies, cultural enrichment activities and school community events). One half day Parent workshop consists of one success coach working with up to 20 parents for 3 hours. Estimated cost for delivery of parent workshops is \$3,000.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Not Applicable

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Parental involvement/engagement will increase by 50% by February 2015.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 6: 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Credit Accumulation Regents Passage	Fryer Model Close Reading	Small Group  Tutoring	Saturday Academy  During the school day
<b>Mathematics</b>	Credit Accumulation Regents Passage	Fryer Model Close Reading	Small Group  Tutoring	Saturday Academy  During the school day
<b>Science</b>	Credit Accumulation Regents Passage	Fryer Model Close Reading	Small Group  Tutoring	Saturday Academy  During the school day
<b>Social Studies</b>	Credit Accumulation Regents Passage	Fryer Model Close Reading	Small Group  Tutoring	Saturday Academy  During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student Intervention Team (SIT)-student are identified and recommended for services.	Peer mediation  Counseling  RTI  Behavior Evaluation	Small Group  One-to-one  Family Counseling	During the school day

## Section 7: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time 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.

#### **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.

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

Goal #1: By June 2015, 70% of the 12th grade students will be enrolled and successfully complete two Regents prep courses in our PM School and Saturday Academy program.

Goal #2: By June 2015, 25 at-risk students will participate in small group enrichment activities and incentive programs to reintegrate them to our school and improve their weekly attendance by 10%.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

12<sup>th</sup> grade students missing 1-5 Regents exams and academic credits

Certain criteria will be used to identify the students who participate in the ELT program:

- Scoring below the state reference point on required checkpoints and/or assessments
- Failing two or more required academic subjects on progress report and/or report card
- Is recommended by one or more of his/her academic teachers and/or his/her guidance counselor

After a student is referred for the ELT program, the principal, and/or guidance counselor review the referral to determine the student's eligibility for services. If needed, an academic intervention plan including specific intervention suggestions is developed. The following recommendations may be included as part of an intervention plan: Academic/Social Counseling by Guidance Personnel, PM School, and/or Saturday School Program.

Parents and/or guardians of identified students will be notified in writing regarding the ELT program and the plan that has been developed for their child. Intervention strategies for each student will be implemented after the plan has been developed and the parent(s) have been notified. ELT will occur during the school year in the evening and possibly during

summer school. The effectiveness of the academic intervention plan will be reviewed periodically by the appropriate counselor or principal/building administrator. Any student who no longer qualifies for academic intervention services based on his/her academic progress and/or results from appropriate assessments may be released from the plan after appropriate review. Parents will be notified in writing of the change.

**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.

The ELT program focuses on meeting the individual needs of students as they prepare for life after high school. On-track students at the high school continue to receive services that focus on meeting their academic, social and emotional needs. Additionally, a significant portion of the ELT program encourages students to prepare for the future through investigation of career and college options. Students are also counseled in drafting their individual graduation plan. The ELT program delivers instructional services that are provided to selected students in order to help them achieve the learning standards in English Language Arts, Math, Social Studies and/or Science. ELT staff members have always supported students' efforts to achieve high standards and to be successful in all academic areas. Through a specific intervention plan designed for each qualifying student, the staff plans to support all students' efforts to be successful in meeting state and local mandates in specific subject areas.

The program will provide a qualitatively differentiated educational experience for academically at-risk students. Instructional strategies will be used to encourage higher level thinking, inquiry, and skill development. Curriculum will introduce concepts and content that is beyond the scope of the regular classroom. Students will be encouraged to discuss and reflect upon personal concerns, challenges, and coping strategies as a high school student. Students will be given support in developing skills in goal setting, time management, teamwork, and self-assessment. The program will provide a positive environment for meeting the emotional and social needs of the students.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
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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.

Not Applicable

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?  
 1. 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.  
 2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

School principal and assistant principal will implement and oversee the ELT program

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

Human resources: 5 teachers, 1 guidance counselor, 1 school aide, 1 secretary.

PER SESSION for PM and Sat Academy will be provided to cover 5 teachers, 1 supervisor, 1 guidance counselor, 1

secretary and 1 school Aide. PM school will run in three cycles of five weeks each for a total 90 hours. The cost estimate will be approximately \$31,000. Saturday school will run for 20 weeks/80 hours and will cost approximately \$21,000. Instructional Resources: Educational software and instructional equipment. Individual student licenses will cost \$50 per student.

Scheduling Adjustment: Additional instructional periods were added to the school day and on Saturdays.

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

November 2014-June 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.

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

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

Not Applicable

**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 end of cycle I, we will review credit accumulation for a 10% increase in students earning 5+ credits by February 15.

**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 8: Title I Program Information

**Directions:**

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**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.
<p>Strategies for Recruitment:            Vacancies will be posted via the open market system.            Participation in job fairs.</p> <p>Strategies for Retention:            Job-embedded, differentiated professional development opportunities will be available to teachers year round. These sessions will be provided by a school administrator during the day and after school.            Teachers will be encouraged to participate in high quality professional development opportunities provided by the Network and other outside entities.</p> <p>Strategies for Assignments:            Teacher course preference surveys will be generated at the beginning of the school year.            Teachers will choose schedule preferences (e.g. regular or late session time).            Teachers will have their own classrooms.            Teacher programming will be based on teachers' area of certification. Teachers will be encouraged to take graduate coursework in other areas (e.g. bilingual instructions, SWDs, etc.) in order to get them to be highly qualified.</p>

**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).
<p>Teachers and School Leaders will develop short and long-term professional learning plans to include the following:            Analyze student learning needs by gathering multiple forms of student data.            Write SMART goals for student learning            Develop improvement goals and specific student outcomes            Identify educator learning needs and develop goals and objectives.            Study research for specific professional learning programs, strategies, or interventions.            Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

Not Applicable

**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).

Not Applicable

**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.).

Not Applicable

**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.

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

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

**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<sup>1</sup>. 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<sup>2</sup>. **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	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.

		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$143,598	X	12, 23
Title I School Improvement 1003(a)	Federal	\$370,000	X	9, 12, 16, 20, 23
Title I Priority and Focus School Improvement Funds	Federal	\$34,411	X	12, 23
Title II, Part A	Federal	Not Applicable	Not Applicable	Not Applicable
Title III, Part A	Federal	\$11,200	X	9, 12, 23
Title III, Immigrant	Federal	Not Applicable	Not Applicable	Not Applicable
Tax Levy (FSF)	Local	\$766,592	X	12, 23

**<sup>1</sup>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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 9: 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.

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### 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. **SAMUEL GOMPERS 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. **SAMUEL GOMPERS 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

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

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 8
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

I. Rationale:

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

After-School Academic Intervention Services for ELLs with Parental Inclusion

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

The Supplemental After School Program will utilize a blended learning approach using direct instruction to incorporate content standards using journal writing and artistic expression and online learning (use of software and word processing programs) into the learning activities. In addition, families will meet and practice their English as they observe culturally relevant museums, galleries, bilingual theater productions and other activities. Through exposure to performance art activities students will learn to use dialogue, actions and objects to tell a story or express thoughts and feelings about oneself or a character. They will understand context by recognizing the role of theater, film, television, and electronic media in daily life. Students will be exposed to the use of creativity and imagination based on personal experience, heritage, history and literature.

Based on a review of the spring 2014 NYSESLAT scores, it is evident that a need to target the following areas exists:

Writing/Prewriting: creation of a GO (Graphic Organizer)

## Part B: Direct Instruction Supplemental Program Information

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

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

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

Entitled ELLs (Grade 12)

Former and Long-Term ELLS (Grade 12)

Sp. Ed. ELLs (Grade 12)

### III. Schedule and Duration:

After-School Tutorials and Academic Intervention Services for ELLs will run from November 2014 – June 2015 and will be scheduled as follows:

Wednesday - Friday: 2:22 p.m. – 4:22 p.m.

### IV. Materials:

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

1. Increase in cultural understanding
2. Increase in literacy development

## Part B: Direct Instruction Supplemental Program Information

3. Development of instructional strategies including sheltered academic content area instruction and

4. Group Inquiry Work in student centered collaborative learning

5. Team building and ability to function in an English speaking country.

Ultimately, our goal will be to increase ELLs overall academic performance by showing an increase in performance level as shown on the NYSESLAT (20% increase in English language proficiency by June 2015).

V. Language of Instruction:

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

No. and types of certified teachers:

One (1) Certified ESL Teacher

VI. Types of Materials:

Samuel Gompers CTE HS intends to continue to have a writing initiative that includes differentiated instruction, Bloom's taxonomy and the incorporation of Journal activities to ameliorate the writing instruction. Students will be asked to read a variety of texts, and to write in a variety of modalities. As a target group, our ELL students have failed the NYSESLAT based predominately on the Reading/Writing sections of the examination. Hence, our focus will be to include a variety of writing activities. Students, 8 in total and in the 12 grade, need to increase their production as well as their retention and comprehension.

Materials will include:

Journal Writing

NYSESLAT Review Books

Other software applications resources to Improve Reading and Writing:

My Access

Inteactive Smart Board

Board Works

## Part C: Professional Development

## 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:

### I. Rationale:

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

### II. Teachers to Receive Training:

(7) content area teachers, (1) ESL and 2 special education teachers.

### III. Schedule and Duration:

Teacher teams will meet once a month after school hours starting in October 2014 through June 2015 from 1:30 – 3:30 p.m.

### IV. Topics to be Covered:

### V. Name of Provider:

Cristina Romeo, Center for the Professional Education of Teachers (CPET)

Peter Spence, AP Math/Science

Ollie Fields-Thacker, Special Education/History Teacher

Ms. Domenech, ESL Licensed Teacher

VI. All PD sessions will be at no cost to Title III. Other grant funding (SIG Title I-ARRA) will be used to cover teacher and supervisory per session, after school support staff as well as Educational Consultant who will facilitate PD.

## Part D: Parental Engagement Activities

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

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

Begin description here:

### I. Rationale:

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

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

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

- Helping students with Math and English.
- Assisting ELLs with SAT preparation.
- College research and application/Financial Aid process
- Assisting with Regents Preparation through Regentsprep.org

### II. Schedule and Duration:

Parent workshops will be given to parents at least once per month as well as offer cultural experiences throughout the entire school year.

**Part D: Parental Engagement Activities**

Parents of ELLs will meet with the counselor/college advisor on select Saturdays and evenings at least once per month to discuss their child's progress toward meeting graduation requirements and ensuring that ELLs are college and career ready by June 2015.

Workshops/Discussion sessions will be held after school from 4:30 p.m.- 6:30 p.m. and on select Saturdays from 9:00 a.m. - 1:00 p.m. All activities/programs will run from September 2014-June 2015. .

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

III. Topics to be Covered:

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

Computer Literacy

Helping your child with homework and studying for standardized exams

Home-School-Community Environments

IV. Name of Provider:

Ms. Domenech, ESL licensed teacher, Ms. Generoso, parent Coordinator, Ms. Infante, Bilingual Counselor and a College Advisor from Creative Connections, Partner CBO.

V. How parents will be notified of these activities: We will notify parents during our monthly PA meetings (third Thursday of the month), via informational flyers posted around the school, phone master, email and regular mass mailings. All communication will be translated as per the preferred parent home language on record and interpretation services will be made available.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>07</b>	Borough <b>Bronx</b>	School Number <b>655</b>
School Name <b>Samuel Gompers CTE High School</b>		

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>229</b>	Total number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>12.23%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	3	2	4	1	2	14	2	3	28

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>10</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>3</b>	<b>28</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Intermediate(I)	0	0	0	0	0	0	0	0	0	1	3	4	4	12
Advanced (A)	0	0	0	0	0	0	0	0	0	1	1	4	6	12
Total	<b>0</b>	<b>2</b>	<b>4</b>	<b>10</b>	<b>12</b>	<b>28</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Currently, our school administers the Performance Series assessment to assess the early literacy skills of our ELLs. In addition to this assessment, we review the Grade 8 English language Arts assessment that measures students' ability in the following areas: Information and Understanding and Literacy Response and Expression. As a final measure, we review the NYSESLAT proficiency levels to program

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

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

The data patterns reveal the following:

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

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

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

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

The data shows that we have a majority of Intermediate and Advanced level ELLs with variant populations for Beginning in both the 11<sup>th</sup> and 12<sup>th</sup> grade). When reviewing our NYSESLAT Modality Analysis for 2012 (since 2013 results are not available) it shows that a majority of our ELLs are proficient in Listening and Speaking and on an Intermediate level for Reading and Writing. Therefore, we intend to increase efforts to bring the Reading and Writing skills to a proficient level via small group instruction, differentiated learning, computer-based reading and writing programs and backstopped by continual teacher training and professional development workshops.

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

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

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

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

only by using and practicing will they improve.

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

Not Applicable.

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The Assistant Principal of English As a Second Language reviews the HLIS as well as LAB-R and most current NYSESLAT results to determine the placement and admission into our ELL program. Any new ELL is properly administered the HLIS and LAB-R within the 10 days of entrance into our building. ELLs are evaluated annually with measures from the NYSESLAT and are placed in the appropriate course either Beginner, Intermediate, or Advanced using a push-in (co-teaching) model across the content areas.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents are first informed by mass mailings and phone master that our school will provide ELL services. Parents are encouraged to attend workshops, via the phone master and mass mailings, informing them of their parental choice of program. A workshop is provided twice a year for the parents to inform them of their child's entitlement in writing and they are given parental option letters. The students also receive copies in their classes and are encouraged to return these forms to the AP/ESL who will make copies and distribute them accordingly. Copies will go to the student's permanent records, one to the office of the AP/ESL and one copy to the parent. This process is ongoing through the year depending on new arrivals.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Our school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned by having the AP/ESL make follow up phone calls to procure these forms from parents. Teachers and guidance counselors also assist with the collection of these forms. After reviewing the Parent Survey and Program Selection forms for the past few years it has been the trend not to return these forms. Our school has made constant outreach by calling homes, informing parents by re-sending these letters and providing parental workshops to review these matters. These parents requested our Freestanding: English as a Second Language Program.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
As per state guidelines the criteria used to place current ELLs is the LAB-R and/or NYSESLAT scores from the prior year. Parents are informed via mail and all letters are translated in the parents native language. If no translator is available for a language, we will request a translator from the NYC Department of Education Translation Unit.

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

Parents receive communication from our school via mail, phone messenger system, and during parent informational meetings both in the Fall and Spring terms. Parents are informed of the importance of the NYSESLAT and achieving language proficiency to ensure academic success and timely graduation from high school. Flyers are posted around the building and all staff is informed of the NYSESLAT administration calendar each year. The information is communicated to students by the AP of ESL, the ESL teacher, bilingual counselor and all content area teachers. Tutoring services are offered afterschool to provide added support to our ELLs in anticipation of the exam. The school provides incentives to students for every component of the NYSESLAT they complete to encourage increased participation. Outreach is conducted on a daily basis during and afterschool hours to ensure that every student takes all four component of the NYSESLAT. A celebration is held at the conclusion of the examination period for all students who successfully complete the exam.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

Parent requests show that they prefer a free-standing ESL program. Parents understand that students also need to meet graduation requirements. Our program model is aligned with parent requests. ELLs are placed heterogeneously to receive added support in content area classes using and ESL Push-in (co-teaching) model.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

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

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

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

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

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

During the identification process students are interviewed in English and Spanish. Also, potential ELLs are administered the LAB-R in both English and Spanish to evaluate their native language skills when they enter the school. Native Language Arts is taught in Spanish to reinforce NL development and facilitate the process of English language acquisition. Assessment data and student work products are analyzed periodically to evaluate native language development throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Differentiated instruction is at the core of ESL instructional planning. The ESL teacher incorporates all four modalities in her daily planning and lesson delivery. Students are exposed to diversified texts varying in complexity. Audiovisuals are continuously used to reinforce listening skills. Heterogeneous instructional groupings aid in the development of speaking language abilities. Lastly, assessment results from performance series and Empower 3000 inform instructional planning and to reinforce reading and writing skills and determine areas in need of improvement.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

#### Long-Term ELLs and SIFE

It is our belief that long term ELLs and SIFE need Scaffolding to improve with language acquisition. Teachers use modeling, questioning, formative assessments, and graphic organizers across successive engagements. It is our main goal to target these students

because we feel that they should already have acquired English proficiency. Therefore, we are offering the students after-school and Saturday tutoring opportunities, group counseling and academic intervention.

#### ELLs with Special Needs:

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

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

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

#### Advanced ELLs:

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

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

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

Specifically, teachers use the following texts:

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

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

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

Passages, Richards and Sandy, All Levels

Grammar in Context, Elbaum -- All Levels

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

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

Preparing for the NYSESLAT: Attanasio & Associates

Preparing for the ELA Regents -- Amsco

Preparing for the ELA Regents -- Kaplan Summer School Program

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

Teachers of ELLs use the following techniques:

School-Wide initiatives (2013-2014): Teachers will be using writing portfolios and utilizing rubrics to assist students with writing. Teachers are expected to have students identify learning goals and continually assess students during the period as well as before and after units of learning. Mastery teaching/learning is our focus and teachers will reteach material as they see fit to guarantee that each child understands the material. Multiple intelligence theory has been used as each student completed a survey at the beginning of the year to show their preferences. Teachers will use this information to differentiate instruction as well as use

information from the ELA and ELL Periodic Assessments via CTB McGraw Hill and Pearson (ELL Assessment) in conjunction with use of ARIS and Acuity to modify instructional materials and provide students with individualized supplementary materials for learning.

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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

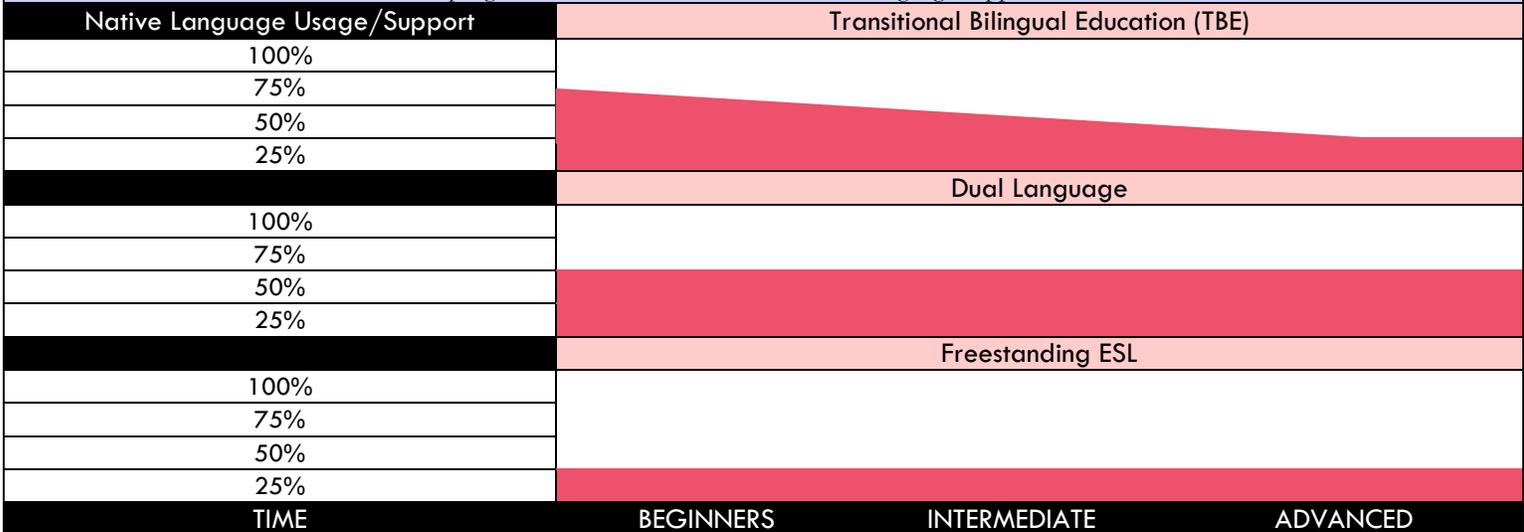
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs for ELLs include the following:
- One targeted approach for helping ELLs is daily small-group instruction for students with similar needs. Gersten and colleagues (2007) point to a growing number of high-quality, randomized control trials (Denton, Anthony, Parker & Hsbrouck, 2004; Gunn, Smolkowski, Biglan & Black, 2002; Vaughn, Mathes, et al., 2006) that show this intervention can produce sustained improvement in student achievement--especially if the groups focus on explicit, interactive instruction in the core areas of literacy. Another targeted intervention program includes identifying students' needs throughout assessment (including screening, benchmark tests, and other forms of ongoing formative assessment) is a crucial component in this process (see Gersten et al., 2007). Teachers assess students frequently to ensure that the instruction they receive is effective and that they move in and out of interventions in an appropriate and timely manner. It's important to keep intervention groups flexible so that students neither struggle with content that is far beyond their instructional level nor get "stuck" in an intervention that teaches skills they have already mastered.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program supports 28 ELLs using a push-in (co-teaching) model across the content areas. The ESL teacher plans instruction and delivery in collaboration with the ELA, history, math and science teachers. The program benefits students two fold: (1) by ensuring that students receive the language development support from an certified ESL teacher, and (2) by allowing ELLs to accumulate content area credits required for graduation. Our current program allows for language development and content specific academic vocabulary instruction. Students are prepared to take the required New York State Regents assessments and we have had a number of ELLs graduate with a Regents, and/or Advanced Regents diploma. Some ELLs even graduate with a CTE endorsed diploma. Additionally, instruction, differentiated learning, computer-based reading and writing programs are backstopped by continual teacher training and professional development workshops.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs or improvements for ELLs include the following on-line programs: Empower 3000 and My Access Writing program. Also, continuous use of assessment data from performance series, ELL periodic assessment, ELA Regents exams and inquiry based item analysis will inform instructional decisions across content areas.
12. What programs/services for ELLs will be discontinued and why?
- At this time we are not considering the termination of any programs or services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We currently offer Afterschool Instruction/tutoring, Failure Free Reading program and the Bronx Community College Credit Courses. After school instruction is devoted to all ELLs, particularly our Newcomers and Beginning ELLs. The Failure Free Reading Program is an SES provider that provides a computer-based reading and writing based intervention model for all levels of students, including ELLs. The Bronx Community College Credit Courses are designed for former ELLs, Long-term ELLs and long-term ELLs. These courses provide students with college bearing credit as well as instruction to advanced courses of study.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our teachers have at their disposal computer labs, portable computer carts with laptops, smartboards, mimios, TVs/DVD playeers, audio equipment and classroom libraries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided via a bilingual program where applicable. In certain circumstances students and parents are provided with a translator and/or alternative materials when necessary. ESL is conducted in English with native language support. We at Gompers realize our students needs and provide scaffolding in the way of language support via work walls, Native language texts, translation services, bilingual dictionaries and student buddy systems where needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All services support and resources correspond to all ELL ages, levels and grades.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All students are required to complete a summer school reading program. Our school is not open during the summer so we encourage our students to apply to summer school when necessary. Currently, we do not offer a bridge program, but are contantly seeking funds to make this a reality for our students as we feel such a program would greatly benefit our youngsters.

18. What language electives are offered to ELLs?

**We offer Spanish as an elective language.**

19. For schools with dual language programs:

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

**Not Applicable**

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

Not Applicable.

## Part VI: LAP Assurances

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

**School DBN: 655**

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

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

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

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

DBN: 655 School Name: Samuel Gompers CTE High School

Cluster: 6 Network: 610

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

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

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

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

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

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

### Oral Interpretation Needs Assessment

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

All Parent Events Call for an Interpreter:

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

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

### Part B: Strategies and Activities

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

We plan to provide the following written translation services:

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

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

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

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

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

Oral interpretation services will be provided by the following:

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

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

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