



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

07X600

School Name:

ALFRED E. SMITH CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

Principal:

EVAN SCHWARTZ

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Alfred E. Smith CTE High School School Number (DBN): 07X600
Grades Served: 9-12
School Address: 333 East 151st Street Bronx, New York 10451
Phone Number: (718)993-5000 Fax: (718)292-1944
School Contact Person: Evan Schwartz, Principal Email Address: Eschwar2@schools.nyc.gov
Principal: Evan Schwartz
UFT Chapter Leader: Pablo A. Muriel
Parents' Association President: Ivette Durstenberg
SLT Chairperson: Yolanda Silvera
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nilsa Delgado
Student Representative(s): Baldino Baldeo, Dennis Belen, Nashelys Guzman

District Information

District: 7 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent's Email Address: Jmendez2@schools.nyc.gov
Phone Number: (718)281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: A. Anormaliza
Director's Office Address: 131 Livingston St., Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: (718) 935-5618 Fax: (917)287-9241

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Evan Schwartz	*Principal or Designee	
Pablo A. Muriel	*UFT Chapter Leader or Designee	
Ivette Durstenberg	*PA/PTA President or Designated Co-President	
Rosa Gonzalez	DC 37 Representative (staff), if applicable	
Nilsa Delgado	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Baldino Baldeo Dennis Belen Nashelys Guzman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yolanda Silvera	Member/ Teacher	
Stephanie Rodriguez	Member/ Parent	
Lissette Ortiz	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Alfred E. Smith CTE High School is located in the hub of the South Bronx. Currently, we have 360 students on register and our demographics include 66% Hispanic, 33% Black, Asian 1% and White 1%. Alfred E. Smith CTE High School has a population of 16% of English Language Learners and 31% of Students with Special Needs. The mission of Alfred E. Smith CTE High School is to provide students with the skills necessary to become successful learners for the education and career exploration by integrating rigorous classroom instruction with relevant, work-based experiences. Our vision is that through our Automotive, Collision Repair, Graphics Technology and other academic programs, we provide a high quality education that prepares students to be successful whether they choose post-secondary education or employment after graduation, we are committed to inspiring our students to think critically, communicate effectively with others, and solve problems efficiently, while incorporating the latest technology to enhance these skills.

Alfred E. Smith CTE High School is distinctive in that our student is one of the few high schools in the tristate area where students can earn both an academic Regents diploma as well as a New York State CTE endorsement in their trade area. As students enter the 9th grade, they receive academic support in all core subjects and begin the first year of their career and technical program.

Every student at Alfred E. Smith CTE High School is assigned an advisor that supports them during their transition into high school along with our College and Career Counselor. The school leader has used strategic programming to ensure that all teachers and support staff have common planning time that enables them to discuss student progress, engage in unit study and curriculum mapping and conduct case-conferencing. A guidance counselor works with each grade team to ensure that there is an intense focus on not just the academics but the social-emotional well-being of every student. The College and Career counselor works diligently to provide opportunities for students in all grades to attend workshops and presentations from various organizations such as the armed forces, career and technical schools, and post-secondary institutions.

Our school has identified concise goals for the 2015-2016 school year- 90% in attendance, 80% credit accumulation and 70% graduation rate. These goals are articulated to the school community through town hall meetings, letters, flyers, posters, and the school's website with parents, students, and major stakeholders. The principal works to hold stakeholders responsible for ensuring that they are establishing frameworks and protocols to meet these expectations. Beginning in September 2014, the school entered year 2 of their partnership with the community-based organization, Creative Connections. This program as well as funding that the school has secured through the School Improvement Grant has enabled us to provide after-school enrichment in the core subject areas as well as extracurricular club activities such as Dance, Wellness, Electric Car/Robotics, Film, Music Production, Open Weight, SAT Prep, Singing, Yugioh/RC Racing and Career and College Readiness programs.

In the area of collaboration in the Framework for Great Schools, we received a proficiency in our 2014-2015 Quality Review. We have a structured system for meeting in grade teams and content areas. Within the grade team meetings, teams will analyze student work and lesson plans/unit plans using the inquiry rubrics from Engage NY.

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

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>In September 2015, the School Leader was informed that the school was on the 2015-2016 list for Struggling and Persistently Struggling Priority Schools. Since Alfred E. Smith CTE High School has been designated as a Priority School, the school will be given two years under a “Superintendent Receiver” to improve student performance. School Receivership is designed to address the following areas: Governance, School Leadership, Staffing, Parent and Community Engagement, Social and Emotional well-being of students, and resources. Parent notification letters were backpacked home informing parents and guardians of the intent of School Receivership.</p> <p>On September 12, 2015, the District organized a Public Hearing for the school community. The school leader was given the opportunity to highlight the following changes that have been made at Alfred E. Smith CTE High School over the last 2 years:</p> <p>2013-2014</p> <ul style="list-style-type: none"> · The four-year graduation rate was at 61% (highest in over 10 years) · The six year graduation rate was at 66% (highest in over 10 years) 		

- 74% of our first year students earned 10 or more credits
- 72% of our second year students earned 10 or more credits
- 51% of our third year students earned 10 or more credits
- Attendance rate had increased to 83% (excluding LTA's or Long Term Absences)

2014-2015

- 71.9% of our first year students earned 10 or more credits
- 81.5% of our second year students earned 10 or more credits
- 63.6 % of our third year students earned 10 or more credits
- Attendance rate for the 2014-2015 school year: 83% (excluding LTA's)
- June graduate rate: 59.6%
- August graduation rate: 70% (highest in over 10 years)

The School Leader demonstrated initiatives that have been established to address The Six Elements of the Framework for Great Schools (Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family-Community Ties and Trust).

In collaboration with the key stakeholders and feedback from School Receivership meeting and the School Leadership Team, the school leader has also identified following goals for the 2015-2016 school year and the areas of strengths that has been created to meet these goals:

- 70% graduation rate in June
- 75% graduation rate in August
- Increase in attendance from 83% to 90%
- 70% of students earning 10 or more credits by June 2016

The SLT also made the following recommendations:

- Create smaller classes to provide support for struggling students.
- Contact the New York City Department of Education to provide for the placement of ATR teachers until they are able to find placement in their license area.
- Continue to implement Common Core curriculum across disciplines provide ongoing professional development through coaches from Teacher's College, New Visions (Affinity Group), and DOE Renewal School Training.
- Implement student portfolios in all classrooms that demonstrate evidence of text-based learning and assessment.

· Continue to promote the social and emotional well-being of students through our guidance support team and advisory. This also includes outside referrals for families, all-girls meetings, "Curriculum Night", peer mediation and informational meetings for parents, and outside speakers focusing on bullying.

Continue to grow College and Career Program by expanding our work-based learning program and internships, College Now opportunities, and Advanced Placement courses. Areas of Strengths:

1. The school leader has programmatically structured the school day to ensure that teachers have common planning/meeting time to discuss student progress across grade levels, evaluate student work, and develop curriculum.
 2. Teams of teachers in grade teams and content areas utilize a unit planning protocol to provide actionable feedback to teachers to ensure that all units of study and lesson plans are aligned to the common core standards. Assistant Principals provides frequent feedback to teachers on their units and work with them to plan rigorous lessons designed to improve student outcomes.
 3. Beginning in September 2015, all students have been placed in a ELA Skills course to provide extra support and literacy skills to all incoming 9th grade students. Research studies have shown that students are more successful on state assessments when they utilize concise literacy strategies as they complete text-based writing assignments and learning tasks.
 4. The guidance and support staff have collaborated with the administrative cabinet to identify at-risk students and ensure that are receiving academic support in meeting the mandated requirements for graduation. Guidance counselors will provide workshops to students to address the social and emotional needs of our students. During these sessions, counselors review transcripts and discuss graduation requirements, official status, and credit accumulation.
 5. In partnership with Creative Connections and additional funding provided by the School Improvement Grant, we will continue to provide Regents prep courses and courses for credit to aid our students in meeting state requirements for graduations. Guidance counselors will work with students and families to ensure that students who have not received a level of proficiency of 65 or higher on the core state assessments are registered for these courses. These courses are offered Mondays-Thursdays. An onsite coordinator has been placed in the school beginning in September 2013, to oversee the program and serve as a liaison between the organization and the school community.
 6. All cohort students who fail to meet graduation requirements will be placed in an intensive summer school program which will provide additional preparation for state assessments and opportunities for credit accumulation in the core subject areas.
7. Teacher Teams are participating in ongoing PD on unit planning and essential questions. These sessions have helped teachers to reflect on their pedagogy and long-term learning.
8. Teachers were encouraged by school leaders to select CCLS aligned non-fiction texts to support their curriculum and promote increased use of informational texts across content areas.
9. Protocols and rubrics are used in weekly Teacher Team meetings and Content-Area meetings to record notes and ideas so that the team is able to provide actionable and supportive feedback to the presenting teacher on their proposed unit plans.
10. Strategic programming by the school leader has also led to greater collaboration across disciplines and grade levels. Teachers frequently utilize the Tuning Protocol to evaluate student work to determine its alignment to the instructional shifts in the subject area and the CCLS and to inform subsequent instructional steps.
11. A New Visions Instructional Coach supports the social studies department to implement curriculum for Grade 9 Global History and Geography. This program is a CCLS-aligned sequence for grade 9 and grade 10 of the Global History and Geography curriculum. Teachers are given access to unit plans, lesson plans, and instructional resources including media clips, besides over-the-shoulder coaching during classroom implementation.

12. In partnership with the 21st Century Community Learning Centers, we have been offering the TEC Financial Management course in advisories and various math classes. In addition, the program has also extended to extracurricular activities such as the Dance, Vocal, Yugioh, Film and Music Clubs that meets two times per week. Our onsite coordinator actively recruits students for these programs and monitors their progress.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal for the 2015-2016 school year is “90-80-70” – 90% Attendance, 80% Credit Accumulation, and 70% Graduation Rate. By June 2016, there will be an increase by 10 points as measured by a 70% graduation rate. The August graduation rate will increase by 5 points to 75%.

Goals:

- 75% graduation rate by August 2016

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>1. By June 2016, all teachers and paraprofessionals will receive weekly professional development during grade team and content area meetings on the Danielson Model of Teacher Effectiveness, Unit Planning, and developing rigorous Common Core units that challenge and engage students. School leaders have also encouraged the staff to attend</p>	<p>Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals, Instructional Coaches from Teacher’s College and New Visions for Public Schools.</p>

conferences both in and out of the city to enhance their professional growth.			
1. The school leader has developed a system to ensure that all teachers and instructional support staff meet on a weekly basis. Research has shown that teacher collaboration is an effective tool to enhance student achievement. We have seen clear evidence that frequent interactions among the staff has changed the culture of the school and established a “learning community” that adamantly supports student progress.	Principal, Assistant Principal, Teachers, Paraprofessionals, Support Staff, and Instructional Coaches.	September 2015-2016	Principal, Assistant Principal, Programming Chairperson, Grade Team Teacher Leaders, Guidance Counselors, and Support Staff
1. Grade teams and content area teams meet twice a week to discuss student progress, monitor and revise goals, plan, and participate in professional development workshops.	Target Student Population- Grades 9-12 Target Group- Content Area Teachers, CTE Teachers, Grade Teams and Guidance Support Staff		Assistant Principals, Teachers, Guidance Counselors, Support Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding will be used to provide professional development through Teachers College. We will utilize Per Session and Per Diem funding for teachers and supervisors to allow for both to attend outside workshops in targeted areas. Also, programs such as Atlas and Achieve 3000 will be used to ensure teachers are aligning unit plans to the state standards.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, an analysis of Regents results and first semester grades to determine how many students are passing all classes, will have us on track for a 75% graduation rate.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> High expectations—that is, 90-80-70 in the areas of attendance, credit accumulation and graduation rate—are communicated to students and families on a regular basis. The school goal is to increase the number of students with 90% attendance by 20%. To ensure that the school is maintaining good attendance, we have attendance support staff that makes daily phone calls home, provide access to the online system Skedula for parents and students, send letters home, conduct home visits, and have regular guidance intervention meetings. The parent coordinator as well as the guidance counselors is used to help build our partnerships with our student families by hosting regular meeting and workshops. In addition, each teacher is assigned a daily attendance roster. At the end of each day, a new attendance sheet is placed in the teacher’s folder. The attendance sheets are scanned on a daily basis and attendance percentages are posted outside of the attendance office. A PRUR report is produced daily to determine missing attendance data. Grade teams, guidance counselors and student advisers consistently monitor the 90-80-70 school goals during advisory classes daily. Data sources from student scholarship, attendance, and monitoring credit accumulation are accessed through Skedula and the New Visions Student Sorter . Awards ceremonies and celebrations are held at the end of each marking period for honor roll, principal’s honor roll, attendance, and most improved students. Students have received recognition awards from the CTE Industry partners and are acknowledged in town hall meetings. 		

- High expectations in our academics is communicated through our commitment to hosting College and Career fairs, outside trips to Colleges and Secondary training schools, creation of Advanced Placement, honors, and College Now courses. These commitments are celebrated through award ceremonies, induction into the National Honor society and SkillsUSA.
- As a CTE school, the College and Career readiness component is especially important to our culture. We have created a culture of all students striving for college and career readiness by emphasizing the importance of meeting the state scores necessary to be considered College ready. Students are tested and re-tested until they meet this goal. Incoming 9th graders are given a college and career survey which helps to guide students on an appropriate career path
- We have created a dedicated College and Career office with a full time counselor to focus not just on college placement but on career placements The counselor works closely with the armed forces, trade unions, and Secondary Technical schools to expand our students options for post-secondary plans .

Impact to-date:

Increased awareness of and proficiency in meeting high expectations. Students feel the need to work hard to get better grades as evidenced by increasing pass rates on Scholarship Reports and the number of students on the Honor Roll. In the fall of 2014, after Marking Period 1, 25% of all students made merit, Honor Roll or Principal’s recognition. By the end of the term, the total increased to 27%.

- Overall attendance rate has increased from 81.7% last year to 83.1%
- Credit accumulation has increased to 73% for the fourth marking period overall from 63% in SY13-14
- Graduation rate has increased (4 year Graduation rate 64%) from 58% in SY12-13. Our projected graduation rate is 70%
- Parents are more informed and involved in student success
- Increase of student placements in career opportunities (i.e. unions, dealerships, armed forces)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 8% increase in whole school attendance rate as measured by the school’s Annual Attendance Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	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 activity/strategy? (include school, educational consultants and/or CBO staff)
-The Assistant Principal/Organization and the Attendance Committee will organize award ceremonies at the end of each marking period. The names of students who have perfect attendance with no cuts are displayed on the attendance bulletin board in the main hallway. In addition, students are given a "dress down" day the second Friday of every month and given special wristbands to indicate that they had perfect attendance for the previous month.	Grades 9-12	September 2015-June 2016	Assistant Principal/Organization, Administration, Attendance Support Staff, Guidance Counselors, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding will be used to provide AIS services such as hiring a full time family workers dedicated to attendance. Funding will be used to provide incentives and celebrations for students and parents with great attendance. Per session for family workers, supervisors, and teachers will be used for after school and evening outreach to parents.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, we will review all attendance data and evaluate our progress in comparison to 2014-2015 to determine our ability to reach a 88% attendance rate by the 2015-2016 school year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> By focusing on the CCLS and Danielson’s Domains 1 and 3, teachers have developed and implemented units of study and lessons where students work in groups and are engaged in meaningful discussions. These practices enable students to be accountable for their own learning. Moreover, students have opportunities to work in groups on various tasks differentiated for their learning needs. Teachers use data in team meetings to frame multiple entry points such as turn and talk, various groupings of students, questioning for engagement, station teaching to support student progress and give them additional opportunities to comprehend the learning material being taught. Socratic seminars are used in ELA and social studies classes to enhance the level of inquiry in academic classes. Students are asked a series of open-ended questions within the context of the class discussion based on text-based information. Social Studies teachers implement debate to reinforce topics throughout the curriculum. In Math classes students are encouraged to evaluate solutions and defend their assessments of these processes, both verbally and in writing. Argumentative writing tasks are will be utilized in all disciplines to allows students to think critically and articulate themselves better during class discussions. Teachers use data from IEPs, SKEDULA, ELL data, as well as formative and summative assessments to develop learning goals for students and drive instruction. 		

- Teachers are provided technology to enhance instruction. All classrooms are equipped with Smart Boards and laptop/iPad carts are available to provide multiple entry points for students.
- Special Education teachers meet consistently with General Education teachers in an effort to modify curriculum and to ensure adaptations are being made to scaffold instruction with graphic organizers, etc., enabling ICT teachers to set learning goals for students with disabilities.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all grade teams will conduct unit and lesson plan inquiry to ensure that units are aligned with the Common Core Learning Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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 activity/strategy? (include school, educational consultants and/or CBO staff)
100% of our teachers are engaged have received training in ATLAS, on online curriculum mapping system. Teachers upload their unit plans on ATLAS at the beginning of each month or at the end of their units. Assistant Principals provides actionable feedback to teachers and offers support in planning and preparation.	Teachers Assistant Principals	September 2015-June 2016	Teachers, Assistant Principals, School Leader, Instructional Coaches
The school leader and administrative cabinet will be conducting observation cycles with all teachers. Teachers will receive a minimum of one observation each marking period. Observation trends will be monitored to provide support to pedagogues during professional development sessions.	Teachers, Assistant Principals, School Leader, Instructional Coaches	September 2015-June 2016	Teachers, Assistant Principals, School Leader, Instructional Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will be utilizing SIG grant funds, Title I Funding, priority funding, and Tax levy funding to provide AIS services such as coaches to provide professional development, instructional support and lesson plan inquiry. Skedula and Atlas are programs we purchase to provide access to student data to be used by all teachers.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, all unit plans will be posted in the ATLAS portal for the first semester of the 2015-2016 school year.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> The school has implemented the use of ATLAS, an online curriculum mapping system. Curriculum mapping has been promoted largely through the work of Dr. Heidi Hayes Jacobs and Dr. Marie Alcock who have provided several workshops to our teachers. This system provides support, resources, and a vast variety of CCLS and content standards designed to ensure that all course materials is aligned to the New York State CCLS and instructional shifts. School leaders have also had Instructional Coaches from Teacher's College work directly with our ELA and Social Studies teachers during special professional development sessions. These facilitators have worked diligently with individual teachers and small groups of teachers to ensure that they understand the essential strategies needed to improve student outcomes through standards-based learning and formative and summative assessments. Teacher Teams are participating in ongoing PD on unit planning and essential questions. These sessions have helped teachers to reflect on their pedagogy and long-term learning. Teachers were encouraged by school leaders to select CCLS aligned non-fiction texts to support their curriculum and promote increased use of informational texts across content areas. 		

- Protocols and rubrics are used in weekly Teacher Team meetings and Content-Area meetings to record notes and ideas so that the team is able to provide actionable and supportive feedback to the presenting teacher on their proposed unit plans.
- Strategic programming by the school leader has also led to greater collaboration across disciplines and grade levels. Teachers frequently utilize the Tuning Protocol to evaluate student work to determine its alignment to the instructional shifts in the subject area and the CCLS and to inform subsequent instructional steps.
- A New Visions Instructional Coach supports the social studies department to implement curriculum for Grade 9 Global History and Geography. This program is a CCLS-aligned sequence for grade 9 and will eventually include year 2 of the Global History and Geography curriculum. Teachers are given access to unit plans, lesson plans, and instructional resources including media clips, besides over-the-shoulder coaching during classroom implementation.
- Teachers use data to inform groupings in classes to include IEP's, student scholarship, NYSESLAT data, New Visions Student Sorter in an effort to differentiate instruction.
- Teachers are diving deeper into the CCLS and content standards as well as skills students need to master in order to plan more thoughtfully to ensure students attain this mastery. Grade level teams provide opportunities to share best practices designed to improve student outcomes. The sharing of best practices for project based learning school wide has increased as teacher teams set goals.
 - Administrators will review the classroom observation trends observed from the first cycle of observations to determine areas of support needed by the end of the first marking period.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all Social Studies teachers will collaboratively develop rigorous instruction as measured by an increase of 5% on student performance on the New York State Regents examinations in Global History and Geography and U.S. History and Government .

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	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 activity/strategy? (include school, educational consultants and/or CBO staff)
Beginning in August 2015, all social studies teachers participated in training at New Visions for Public Schools on the Global History and Geography and United States History and Government (Pilot) curriculum. This curriculum is aligned to the Common Core and engages students in text-based evidence activities that are designed to improve student outcomes on state assessments.	Grades 9-12	August 2015- June 2015	Assistant Principal/Social Studies, Instructional Coaches from Teacher's College and New Visions, Social Studies, Support Staff
Baseline Assessments were given to students in all social studies classes in September 2015 to identify areas of strength and weakness and drive instruction. Teachers will utilize the results from these baseline assessments to create instructional groupings, modify curriculum and establish distinctive learning goals for students.	Grades 9-12	September 2015	Assistant Principal/Social Studies, Social Studies Teachers, Instructional Coaches from Teacher's College and New Visions

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding will be used to provide outside coaches to provide professional development, instructional support and lesson plan inquiry. Teacher per session and per deim will be used to plan and attend workshops. Skedula and Atlas are programs we purchases to provide access to student data to be used by all teachers.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all students will take a mock Regents examination in all Global History and U.S. Government classes to determine their readiness for the state assessment in the subject area. Item analysis will be conducted on all assessments to identify the areas of strengths and weakness for students and to drive instruction.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> In addition, we ensure our parents meet with our parent coordinator first to create a welcoming atmosphere for our school community. To support our athletic teams, we annually hold a homecoming BBQ for parents and students, which coincide with our open house for prospective students. In addition we have often provided busing for families to attend away-games. To promote and enhance parent participation we have held turkey, clothes and food drives for throughout the year and during the holidays. The school has also partnered with Virginia House of Hope, a community-based organization that provides food, supplies, and resources to needy families. We are in our third year of a brand new Graphic Arts program. This program will be a CTE certified program and students will earn NY State CTE certified diplomas. We had almost 300 applicants for 30 seats for 2015-2016 school year due largely in part to our articulation team and open houses provided to families prior to the application process. Alfred E. Smith CTE High School hosted our second annual Car Show in May. It was held on a Saturday to accommodate our parents and community. Work Based Learning program designed to have students working internships during the school year and summer 		

- Community engagement and community service conducted by students. Students hold can drives, clothing drives, and volunteer in local churches, hospitals and shelters.
- Partnership with NYPD and the Young Explorers program. Students experience discipline, structure and values by NYPD officers with a culminating event at police headquarters.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by the number of participants at parent teacher meetings and workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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 activity/strategy? (include school, educational consultants and/or CBO staff)
The school leader ensures that all correspondence to parents and guardians are translated in their native language. Guidance Counselors and support staff frequently meet with parents to keep them informed of the progress of their child and provide support as necessary.	Parents and Guardians	July 2015- June 2015	School Leader, Administrators, Parent Coordinator, Guidance Counselors, Support Staff
The Parent Coordinator makes initial contact with all parents that enter the school building to ensure that their needs are addressed.	Parents and Guardians	September 2015-June 2015	Parent Coordinator, School Leader, and Administrators
Parent workshops are organized by the School Leader, Parent Coordinator and 21st Century Partners to promote the social and emotional well-being of students.	Parent and Guardians	September 2015-June 2015	School Leader, Administrators, Parent Coordinator, Guidance Counselors, Support Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding will be used to provide resources for parents meetings and family nights. Per session will be used for teachers, family workers, and supervisors to increase family and community engagement.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, we will review our goal of having at least one workshop per month on college readiness, social and emotional needs, and other topics related to the needs of our families. We expect to have held a minimum of 5 parent workshops by February 1, 2016.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

Beginning in 2013, Alfred E. Smith CTE High School, was awarded a 21st Century Community Learning Centers (21st CCLC) grant. This grant it possible for schools to provide a wide range of services to our school community. Our Goals include having 100% of students in grades 9 through 11 to have access to the extended learning time to expand the school day in order to ensure an increase in credit accumulation and to keep students on track toward meeting graduation requirements for a CTE diploma, which requires an additional 9 credits above a Regents diploma.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Students are encouraged to enroll in after school clubs in association with our 21 st Century Grant Coordinator and Partners, and we additionally offer tutoring and credit bearing courses to help us meet our goals for credit accumulation and graduation.				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students in the school , with the goal of serving a minimum of fifty percent of students.

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| <p>Describe how the school will meet the following SED requirements for an ELT program in a Priority School:</p> <ul style="list-style-type: none"> • 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, reduce risk for retention or drop out, and increase 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. • Engage in outreach activities made to families. |
|--|

We are positioned to have increased enrollment due to the inclusion of our Career and Technical Education (CTE) programs offering hands on performance tasks, high interest and career/college readiness allowing students to enter the work force through offered internships and job placement opportunities. Since 2013, the Program Manager has been positioned at the school Mondays through Friday. Because the funding comes from the U.S. Department of Education and issued by New York State, there are observations conducted two to three times a year to ensure that

all programs detailed in the grant are provided to the students and families. Students receive additional academic support, college and career readiness training and multiple opportunities to study dance, music, fitness, entrepreneurship and technology.

Part 4 – ELT Program Implementation and Oversight

Part 4a. 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.
3. Explain how you will evaluate the program to assess impact on student achievement.

Our 21st Century Grant Coordinator keeps record of all attendance and monitors students participation in the after school program supported by Vision Ed and Creative Connections. The Assistant Principal of Organization oversees attendance to include students who may be late or early and may not be benefiting from the extended day programs. The Program Manager works with school personnel to monitor the student participation and effectiveness of each program through observations, scholarship reports and feedback from the school community.

Part 4b. Timeline for implementation and completion, including start and end dates.

By the second week of September, we are fully incorporating the programs and we finish at the end of May, in order to support Regents prep coursework at the end of the school year. Academic enrichment and Regents prep classes are being developed in all core subject areas.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Teachers involved in the ELT Program include our physical education teachers, core subject teachers and CTE teachers in auto and graphic design. Teachers are either compensated for extended time or incorporated into their regular work day.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

At the end of the first semester we will review overall attendance and scholarship data before making adjustments/additions or changes. The school leader and the key stakeholders will also review data from state assessments in January 2016 to evaluate the effectiveness of enrichment courses.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Skill levels falling below grade level with instructional strategies in place/without improved results	Increased scaffold within lessons, performance assessing with graphic organizers/rubrics and use of ACHIEVE 3000 differentiated readings/writings to support improved outcomes	Smaller group setting for 30 minute intervals and/or extended learning time with one-on-one sessions	During the school day during advisory or lunch and learn one on one sessions: after school for periods 9 & 10 for small group intensives
Mathematics	Skill levels falling below grade level with instructional strategies in place/without improved results	Increased scaffold within lessons, performance assessing with graphic organizers/rubrics	Smaller group setting for 30 minute intervals and/or extended learning time with one-on-one sessions	During the school day during advisory or lunch and learn one on one sessions: after school for periods 9 & 10 for small group intensives
Science	Student's inability to maintain pace and complete work with labs on time/falling behind with no attempts to get back on track	Organized sessions that focus on concise steps to complete work with the help of graphic organizers/rubrics	Smaller group setting for 30 minute intervals and/or extended learning time with one-on-one sessions	During the school day during advisory or lunch and learn one on one sessions: after school for periods 9 & 10 for small group intensives
Social Studies	Skill levels falling below grade level with instructional strategies in place/without improved results	Increased scaffold within lessons, performance assessing with graphic organizers/rubrics	Smaller group setting for 30 minute intervals and/or extended learning time with one-on-one sessions	During the school day during advisory or lunch and learn one on one sessions: after school for periods 9 & 10 for small group intensives
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in crisis meet with either one or all of the following: guidance counselor, school	Students in crisis meet with their guidance counselor, school social worker or school	Students at risk initially meet individually with school staff. Small groups can be	Meetings with school staff can be daily, bi-weekly, or weekly for one period of instruction during

	<p>social worker or school psychologist for a period of instruction on an as needed basis, particularly if in crisis. Teacher teams alert guidance of the student(s) at risk and steps are then followed to address and support the student(s)</p>	<p>psychologist for a period of instruction on an as needed basis, particularly if in crisis. Session focus on student need with organized goal or set of goals to progress.</p>	<p>created to address similar challenges as research indicates students learn from one another and form relationships that promote</p>	<p>the school day. Additional services can be provided off campus with school community based partners for student and family.</p>
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Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Alfred E Smith CTE High School's goal is to have all Highly Qualified Teachers in all content areas as well as in the Career and Technical Education Components. In order to meet this goal, we recruit at fairs for any positions that are open as provided by our Affinity Group Support, New Visions for public schools. We also reach out to local universities, such as Columbia University, through our ELA and Social Studies Coaches, as well as City College, Hofstra University and Barnard University. To maintain retention, we provide mentoring throughout the first year of teaching, provide on site and off site professional development in content areas and in pedagogy, encourage classroom visits on site as well as with other high schools and last but not least, we provide targeted feedback and offer support during cycles of observation using the Danielson Framework.</p> <p>Teachers' assignments are planned according to licensing. We carefully align instructional needs of our students across grade levels with corresponding teachers and provide morning meetings for collaboration both in grade teams and vertical content teams.</p> <p>Support is ongoing and consistent. Teachers are frequently surveyed to determine areas in need of support, topics for professional development as well as being encouraged to facilitate professional development around topics they would like to highlight and share with their peers.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers meet two times per week for 45 minutes in grade teams and one time per week for 45 minutes in content areas. Additionally, full faculty professional development is held two times per month for one hour. During NYC all staff professional development days, topics are explored to address Common Core learning standards and all teachers receive professional development in ATLAS software to communicate their units of study and to share best practices. Additionally, Common Core has been introduced and studied with professionals in the education community such as Marie Alcock alongside our Affinity Group, New Visions.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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 codes¹. 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 consolidated². **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 '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	375,005.00	x	Sections 5A,5B, 6, 7
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		

Title III, Part A	Federal	11,200.00	x	Section 7
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,005,391.00	x	Sections 5A,5B, 5C, 6, 7

¹Explanation/Background:

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

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

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

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

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

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

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>11,200</u>	<u>ESL teachers provides supplemental instruction and tutoring before the start of the students school day.</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 7	Borough Bronx	School Number 600
School Name Alfred E. Smith CTE High School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Evan Schwartz	Assistant Principal Barbara Roman
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Phedra Medina	School Counselor Laraine Silva
Teacher/Subject Area S. Banuelos, Math Bilingual	Parent Ivette Durstenburg
Teacher/Subject Area Y. Velazquez, Bilingual SE	Parent Coordinator Nilsa Delgado
Related-Service Provider Julia Raykin	Borough Field Support Center Staff Member Caresse DeVille-Hughes
Superintendent Elaine Lindsey	Other (Name and Title) H. Martinez, ELA Lead teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	360	Total number of ELLs	69	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										16	5			0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	12
SIFE	26	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	22

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	13	2	2	3	1	1	4	3	1	0
DL										0
ENL	21	2	5	12		2	15		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE SP										16	4			0
SELECT ONE UR											1			0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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										26	17	4	1	0
Chinese														0
Russian														0
Bengali														0
Urdu													1	0
Arabic											1			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										16	5	1	1	0
Emerging (Low Intermediate)											2			0
Transitioning (High Intermediate)										7	5	1	0	0
Expanding (Advanced)										16	11	1	3	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										2	4	5	4	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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	15		0	
Integrated Algebra/CC Algebra	30	6	24	
Geometry/CC Algebra	3	1	3	
Algebra 2/Trigonometry	0			
Math <u>common cor</u>	14		0	
Chemistry				
Earth Science	34	6	20	
Living Environment	15	3	12	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	26	11	13	
Geography				
US History and Government	15	1	4	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 As a high school, when receiving students, we use the ELA proficiency and performance levels given in grade 8 along with the Reading scores from the NYSESLAT. This data allows us to program students for September. Once classes begin, we assess using a baseline assessment and determine reading levels using lexile results in ACHIEVE 3000 by October 1st. This past school year, 16 students were programmed together in an additional ESL setting in order to utilize ACHIEVE 3000 and ELA supports for a double period of instruction. Sixteen students in grade 9 are receiving TBE classes in math, social studies and science. Throughout the school year we continue to meet in collaboration as grade teams and provide changes to any individual student as needed. The data is shared with the ESL teacher and ACHIEVE 3000 is utilized at a minimum of 2 days per week in classes in order to improve reading comprehension and build vocabulary.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Students entering our school from Grade 9 are screened for the CTE program they will be attending. To date, we have no NYSTIELL data to compare, as our students have had the NYSITELL exam prior to attending. We do not get new students in grades 10 through 12 because of our special programs with CTE classes, making students fall behind the requirements if they should report in higher grades. As a result, we have given no NYSITELL exams to date at our school. We rely upon NYSESLAT results from the previous year when programming students and when examining data. 2014 results in the NYSESLAT revealed students remain stronger in the speaking section than any other. Proficiency levels are improving in Listening and Reading while proficiency levels in the Writing has continued to reveal students' skill levels are challenged. 10% of the Intermediate and Advanced Proficiency levels of students had results of Proficient. Preliminary examination of the current year's NYSESLAT demonstrates specific skill level deficits that will need to be addressed in unit and lesson planning for the upcoming school year, specifically with finding textual evidence from the readings provided. Updating the NYSESLAT results from 2015; data reveal across grade levels only 3 students reaching proficiency levels. 59% of our students scored the same in the modalities as they had the year before. 41% showed slight increases in areas of reading and writing. Within the speaking and listening modalities, students remained at the same level as the previous year while 24% showed small gains of improvement.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We began examining the data from the AMAO tool to work with in the spring of 2015. Prior to that, our school was focusing on improvements in attendance, graduation rate and number of credits earned overall as we were a school designated in need of transformation. We began sharing the data with the entire staff during a faculty meeting. Subsequent team meetings further explored and examined the data as it related to students in either content areas taught or grade level teams. The AMAO was helpful in addressing specific skills and provided detailed information with regard to where the struggles are evident. In particular, teachers struggling to understand the connection of data to instruction specifically benefited from the data analysis of each student as they were able to access it and understand the skills/tasks it related to in their own classrooms. We will continue utilizing the tool in order to plan professional development, provide support to teachers in their unit and lesson plans and participate in the ELLs Initiative with vocabulary as stated above. We have not met our AMAO in regard to the current year and are projected not to meet it next year. As an update: we have hired an ESL teacher to push into content area classes for 9th grade students, as well as providing support through free-standing ESL classes. To date, students are receiving services and we are in the process of sending teachers to professional development off site, for example, the 11th grade ELA teachers are attending the sessions for "supporting ELLs with on demand writing for the ELA Regents and utilizing the NYCDOE vocabulary for high utility words for all of our students.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Grade 9 students have the highest number of beginner level ELLs and the highest number of Intermediate level ELLs. There are at least 10% of the grade 9 students at Advanced level that successfully test proficient by the end of the school year. Grade 10 has an equal number of Beginner, Intermediate and Advanced level ELLs and fewer than 5% of the students are able to test Proficient. Grades 11 and 12 are comprised of Intermediate and Advanced Level with the fewest number and only 2% are able to test proficient. Over the period of 3 years, data reveals that performance levels off and students remain in their levels once they are in grades 11 and 12 and have high number of years of service (4 to 11).

ELLs take most of their tests in English as compared to their home language. Data provided by teachers reveal students are not more fluent nor do they comprehend content in their home language with exception of less than 5%.

b. We are not using the ELL periodic assessments at this time

c. N/a

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

As a high school, we do implement academic intervention services (see below)

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

We have begun including which students are at specific levels to include in lesson planning. In our Morning Meetings, held bi-weekly in grade levels, teachers are able to collaborate with regard to specific strategies used with success for the progressions applicable to the students. Bi-monthly, teachers in grade teams focus on data that includes attendance and progress in all content areas in order to shift instruction toward the tasks in need of re-visiting or remediation. Bi-monthly on consequent weeks, teachers are examining units of study to ensure there are targets of measurement, to ensure alignment with standards and assessments and most importantly, what are the strategies, supports and differentiation techniques used for the unit. In this way, teachers can share successes and address challenges that cross disciplines as well as examine why students are performing well in one content area as well as struggling in another. What is working? What can be utilized to improve outcomes?

The evidence of data-driven instruction appears in cycles of observations, student scholarship reports and teacher scholarship reports. Teachers have been directed to provide common assessments and bring the assessments for 2 high performing, 2 median scores and 2 low scores to determine through inquiry which of the students are falling into the three categories and which of them are struggling and where are the deficits appearing.

In addition to the grade team (horizontal) meetings, the school provides time for teachers to meet in content areas each week. During the content meetings, protocol for examining student data is utilized, examining common assessments across grade levels that helps to address what happens in each grade level within that content area to understand where the students need additional help/support and in particular, which of the ELLs is going to require more scaffolding in lessons. This concept has been used throughout the past 3 years with success for knowing our students and understanding their writing/reading challenges and strengths.

Overall, teachers will address directly in their lesson plan which students need what types of support.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

As an administrative team, we intend to examine the data provided from the AMAO tool as well as attendance, scholarship, behavioral referrals (where applicable) and assessment results with the directive from our principal to provide common assessments across content areas. NYSESLAT scores indicate we need to make program adjustments to continue ensuring our students are receiving instruction aligned to common core standards and that our assessing bridges between and among the standards utilizing instructional supports and differentiation. Students need more exposure to and practice with the instructional shifts in literacy for citing evidence from informational text. In an effort to address the challenges students are facing, a new class was created for our incoming ninth grade students for English Writing Skills. Utilizing a curriculum blended from National Academy Foundation for ethics (high interest information text passages) and ENGAGE NY units of study, students will receive an additional period of instruction dedicated to reading/writing and building vocabulary.

After surveying teachers and students, the ACHIEVE 3000 will be available to all ELLs for the current school year as a supplemental reading/writing program accessed online. The data is provided through the software and will be examined and used to determine if the program is serving our students, providing opportunities for improved outcomes, as measured by the NYSESLAT results.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

Verification of home language survey (HLIS)

It is important to note that for the past three years and currently, because we are a screened school, we have not had to administer to any incoming ninth grade student, the NYSITELL, Spanish LAB or LENS. Because we are a screened school, we do not anticipate arrival of students in need of the NYSITELL exam, however, if there are any in the current and subsequent school years, we will follow the guidelines of the NYCDOE Office of ELLs as prescribed and enter the data as required. (scores will be scanned) and Data used for proper programming/placement.

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

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

- Home Language Survey (HLIS) with parent and student upon arrival from over the counter office.
- Parent views video and has an opportunity to ask questions and clarification as needed.
- Informal interview is conducted in native language and in English with the student, with a determination made for SIFE (Student with Interrupted Formal Education) Status determined, if unknown. (All of the above steps are completed by licensed pedagogues and translation, if needed, is provided). Parent Option letter is explained and parents make appropriate option for their student's instruction. Option documents are kept in student's file in ESL office. A running record is kept in binder format.
- The level of ESL services needed is determined and the student is programmed appropriately with their guidance counselor. All of these steps are generally completed upon student's arrival. If there are missing or needed documents, the student and parents return within the 10 days, in order to complete the ELL identification process of initial enrollment, as per CR 154.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Assessment for SIFE students has not been done specifically as we have no new incoming students that do not have data available from previous enrollment in middle schools. That being said, the students identified as SIFE are administered a baseline test in all of the content areas. The results of the baseline are examined in grade level teams and content area teams in order to address needs with specific "Instructional plans for SIFE" students across all content areas. It is important to note we have not had enrollment of SIFE

students. However, should we have a new SIFE student enroll, we will administer a questionnaire that mirrors a college and career readiness survey and learning styles inventory. This is important to our school since students need to select an area of CTE in which they will focus. It is because we are a CTE school, however, that we are not receiving SIFE students in need of the questionnaire within 30 days of enrollment.

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

Additionally, SIFE students' baseline assessment data will reveal the challenges and strengths to which our teachers will provide specific strategies and develop instructional supports to meet those needs. Evidence for this planning can be accessed in daily lesson plans, observation cycles and for unit planning, on our ATLAS website.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our students with disabilities are programmed according to their latest IEP and NYSESLAT results for the appropriate minutes according to their ELL levels and least restrictive environments. The administrators of the team, including Ms. Roman, AP Special Education and Rosa Arroyo, APO along with teachers of the Language Proficiency Team (Ms. Velazquez, Bilingual Special Education, Mr. Banuelos, Bilingual Math, Pablo Muriel, bilingual Social Studies, Ms. Delgado, Parent Coordinator, bilingual, Henry Martinez, bilingual ELA and Alternate placement paraprofessionals, Santos Barbosa and Elena Cardenas are assigned to support language acquisition as mandated in the Individual Education Plans of our students. This year we hired a new ESL teacher, Gladys Gonzalez who will join Phedra Medina, ESL teacher. We also include a bilingual parent serving on the School Leadership Team, either Ms. Durstenberg or Ms. Ortiz, parents of 2 of our ELL students currently enrolled. It is important to note that interpretation can be provided to any participating parent or guardian by any of the aforementioned staff members and can also be provided translation services by the school secretary, Annette Villafanue, School Guidance Counselor, Nuris Pimentel or through calling the NYCDOE interpretation unit for anyone speaking a language that on site translation cannot provide.

Use of Appendix of EPRG for SIFE identification is completed by the attendance office staff and Assistant Principals. While we are knowledgeable that the timeline to accept or reject LPT placement recommendation within 20 days, however, it should be noted that due to the size of our school and the collaboration shared, we intend to make our decisions prior to the 20 days allowed. Students will then be programmed and services begun the following day. Again, given the small size of our school cooperation of our staff we will complete placement within a maximum of 5 days of enrollment, should we get any students enrolled with IEPs. Students are receiving additional services in all content areas and as with other teachers, meet daily in common planning sessions to consistently examine best practices. Protocol are followed for examining student work and holding case conferences with parents and students as needed to support academic progress. At annual reviews, all teachers meet to determine specific needs of students and to ensure ongoing support. Differentiation of instruction is closely examined through classroom visitation and sharing best practices and student goals. Professional development in this area is ongoing and consistent, to include participation in ELL Institute offering collaboration with successful ELLs practices.:

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement letters are mailed home to the parents in September headed by Ms. Delgado & AP Roman. Students are identified from the list notice for incoming 9th grade and during orientation, parents with questions can meet with staff. The attendance office team assists in gathering the letters as they arrive and make phone calls to parents. We strongly urge the lunch forms and entitlement letters to be returned at the same time. Additional letters are available during open school night in October to capture any parents who may have changed addresses and/or who have not returned the entitlement letters by this date in time. Copies of the letters are kept in each students file and the information is entered into a spreadsheet to maintain the tally for parent's selection. At the beginning of each school year, entitlement letters are mailed home, in both English and Spanish, with a copy of the letters placed in the student files, housed in the ESL office. This system allows easy access to find the documents at any time for reference. The spreadsheet is updated and kept on file.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

We have not had an incident involving the Identification of ELL Status, however, in the event one occurs, we will follow the Re-Identification policy as noted above. Parents and students age 18+ are notified of their right to appeal decisions within 45 days. Correspondence is provided in writing in parent's preferred language and in English with a copy of the correspondence kept in the students' files. The Assistant Principal of Special Education/ELL, Ms. Roman, initiates the letter with the Principal, Mr. Schwartz. The letters are mailed with the assistance of the school aides in the attendance office and Mr. Imparato is responsible for any "returned" letter with an undeliverable address. If that happens, the school's attendance teacher does community outreach, visits the last known

address and locates the family to deliver correspondence in person. Copy of the letters are kept in a binder in the Assistant Principal's office to maintain them in a timely manner with access if needed.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parent choice is explained during the interview/screening process and when given home language surveys. Parents are explicitly given choice without prompting by school personnel, as listed above with licensed pedagogues. Parent choices include;
TBE (Transitional bilingual education)

DL (Dual language)

Free-Standing ESL (English as a Second Language)

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

Student placement is completed only after parent interview and screening process has been completed. As stated, the letter of parent choice is reviewed once completely filled out. Ms. Stephanie Santos, Bilingual School guidance counselor is trained in correct placement procedures. She meets with parents and student, reviews the documents, explains the student schedule/program the student receives. She distributes information on Student Graduation Requirements for all students attending New York City High Schools and reviews with the student and family how this goal will be accomplished. She introduces the parents and student to the teachers on the schedule and makes the student welcome by accompanying him/her to their classrooms on their first day of classes. Teachers hold case conferencing as needed during grade team meetings and in doing so, ensure that all teachers/staff are aware of a new student's arrival and the case conference will segue into a meaningful way to communicate among staff, with parents and certainly with students. The process outreach plans and timelines are as follows:

The initial screening and interviewing process is completed during the student's first visit. If immunizations are incomplete or if parents are not present, an appointment is made as soon as possible in order to process the documentation required.

During the past 2 years, we have not had any incoming students that did not have their choice in place upon arrival. We have followed the procedure described above for entitlement/continuation.

However, as it is noted, we do not have students enrolling after 9th grade. Therefore, we address the continuation of services by sending letters home in parent's preferred language and English. We host a parent meeting, such as the one this year on October 15th, where we take attendance, provide an overview of the programs offered and meet individually with parents if they have any questions/concerns. We also use this as an opportunity to collect any missing letters we may not have received from the mailing. The Parent Association committee is also present and we have the additional support of our 21st Century Grant committee to help spread the word about the meeting to ensure attendance. Attendance logs are taken, an agenda is followed and presentation technique is generally supported with power point slides. The memorialization of these meetings are kept in the binder in the Assistant Principal's office.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Assistant Principal meets with program office personnel and guidance to review incoming ninth grade students and NYSESLAT results in August. Programming begins for all students. Lunch forms and entitlement/selections forms are given top priority and follow up to each family is conducted through the attendance office. Once all letters are received, a binder is kept in the offices with copies of all the parent choices along with a current program of instruction for each student. If there are no forms, students will be placed in our bilingual classes until parent choice is recorded. All students in all grade levels follow this procedure. For the current school year, the school has hired a new ESL teacher to help support our ELLs.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We monitor non-returned forms through the attendance office, making phone calls and sending our attendance teacher to make home visits for any missing forms. We also provide opportunities during open school evenings/afternoons and during any parent association meetings. Additionally, since all parents are directed to the parent coordinator's office upon arrival, the parent coordinator checks the list to see if there is a completed form. If not, one is provided with translation services immediately. It should be noted here that the

correspondence is completed in parents' preferred language. Forms available online through the NYCDOE are accessed to ensure this procedure.

9. Describe how your school ensures that placement parent notification letters are distributed.
Same as noted in question # 8.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
One copy is kept in the students cumulative folder in the record room and one copy is kept in a binder for the attendance personnel, parent coordinator and Assistant Principal.
11. 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.

Prior to administration of the NYSESLAT, reports are run from ATS including the RESI, RLAT, and RELC, to ensure that we have included all of our English Language Learners in the planning and administration of the exam. Professional development is conducted to ensure administration is followed correctly and administration of the Speaking section is completed in a timely manner. In an effort to ensure each child completes all sections of the NYSESLAT, the test is administered much the same as a regents exam, utilizing the library space and proctors. Parents are notified one month prior and then 2 week's prior to the exam date, encouraging them to ensure a good rest prior to the test. The students are notified and phone blasts are conducted to remind parents and students of the date(s). Each ELA teacher is responsible for the administration of the speaking section. Lists are kept in the ELA office and updates are conducted daily. Spaces and time are provided. Administering the exam in this format has revealed strong participation with less than 5 students with LTA status not being present. Students are provided a safe and quiet space and the time needed to complete all sections. As the length of the exam increased this past year, we are re-evaluating this format of administration prior to next year to possibly administer over a two day period.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The school year calendar includes this vital step each year and the staff/personnel remain the same to ensure we are following the outlined procedures. The letters are written in parents' preferred language and English. Copies are made and placed in the attendance office alphabetically, once we have created the list, with mailing labels in ATS for all ELLs. The letters have additional information for the first parents' meeting, where any questions they have will be addressed in a presentation and parents are encouraged to reach out to the Assistant Principal of SE/ESL, the parent coordinator and/or the Principal should they have any questions. A review of returned letters is done weekly. Any families outstanding receive a phone call/reminder in preferred language and are encouraged to comply. If there are still outstanding letters, the attendance teacher will make a home visit to procure the document and to ensure parents understand their continuation letters/entitlement.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend is for more than 75% selecting ESL, parents stating they want their children to learn English as a priority. Less than 25% select TBE and no more than 20 per grade have selected TBE over ESL. A spreadsheet is prepared when letters are returned tracking parents' choices. In this manner we ensure that programming is followed. To date we have not had more than 20 per grade level selecting an option their child is not programmed to receive.

As a result of the data, we see that our program models are aligned with parent requests. The spreadsheet and completed letters are kept in a binder in the Assistant Principal's office and monitored monthly for updates.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

ENL classes are implemented homogeneously for one period per day for free standing ESL class, one period per day with ESL support in ELA classes, one period per day in mathematics, TBE model, with students traveling together as a group to meet the requirements for Entering and Emerging students in grades 9 & 10 where the majority of our ELL students are enrolled. In Science class for grades 9 & 10 Entering and Emerging students, push in supports are provided with the ESL teacher. In grade 11 there are only 5 students receiving an integrated ESL supported in ELA class, with push in support with bilingual teacher for Social Studies. In grade 12 there are currently no ELLs.

ENL classes are implemented homogeneously for one period per day of free standing ESL and one period per day of ELA with students within one grade level at the Transitioning level. For Transitioning and Emerging Levels, we have created an additional class of English Writing Skills to ensure support is provided for language acquisition.

ESL support in an integrated model for ELA class for one period per day for students Expanding level by grade level.
 - b. TBE program. *If applicable.*

TBE program is currently serving grades 9 & 10 where students are together as a group for ELA, Mathematics, Science and Social Studies with a 50%/50% model. Students in grades 9 & 10 have additional bilingual support in their CTE courses, both auto tech and graphic design.
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Each class period of instruction is equal to 45 minutes times 5 days per week with provides a total of 675 minutes of instruction for Entering and Emerging proficiency levels (This exceeds the mandated 540 for entering and emerging levels). Transitioning level students receive one free standing ESL class with additional support via ESL teacher pushing into Social Studies. Commanding students have an integrated model in grades 11 and 12 with push in supports in the social studies and math classes.
3. Describe how core content is delivered in each program model. 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.

The school administrative team has been professionally developed in ATLAS unit planning along with dedicated team collaborative meetings. Additionally, ELA and Social Studies have coaches from Teachers College who are consistently reviewing alignment with common core and assessments. As we move into year 4, teachers will be required to keep portfolios of student work demonstrating rubrics and writing tasks that will be examined during team meetings. The purpose is to address skill deficits in speaking, reading, listening and writing. The focus is citing textual evidence in essay format following the literary shifts. In addition to these areas of foci, our school's support organization, New Visions, is providing common core aligned curriculum in Global History, US History and the Sciences. Teachers are provided with professional development 4 times per semester which gives them the opportunity to provide feedback, make individual changes and examine common assessments for our specific school and students. We are using ACHIEVE 3000 as a supplemental support in both TBE and free standing ESL classes. Content areas are consistently supported with ESL teachers providing supplemental materials and in ELA classes for Emerging students in grade 10, the Spanish teacher is pushing into class to further develop fluency and vocabulary with co planning and unit study.

Overall content areas are supported through collaboration during morning meetings both by grade level and content areas, using our Teachers College coaches as a springboard, along with the pilot programs in New Vision curriculum for Earth Science, Living Environment, Global History I & II and US History. Frequent professional development off site for participating teachers examines data and provides opportunities for teachers to improve practices.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

With the assistance and support of a variety of staff members and our Spanish Teacher, we consistently conduct check ins with our teachers in grade level and content area meetings. The bilingual teachers on staff offer their expertise when translation(s) is/are needed to prepare assessments or translations. Because we meet so frequently, teachers feel confident they are meeting these needs and ensuring student progress. We are also fortunate to have 2 bilingual paraprofessionals who provide push in support in classrooms when evaluations are conducted. Our school psychologist and one guidance counselor are also bilingual.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

With consistent monitoring of the ATLAS unit planning online and cycles of observations, administration and teachers have access to make corrections/additions and adaptations in all content areas across all grade levels. In addition, grade teams conduct unit protocol where teams are learning from one another the best practices in place to include the 4 modalities. Professional Development is frequent (one time per month) for all staff to provide best practices, wonderings, what is working and how it is

impacting student growth for all modalities of our ELLs. During unit studies, alignment of standards and assessments allow teachers time to critique lessons/units of study and make adjustments for the ELLs in their classes.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

With consistent monitoring of the ATLAS unit planning online and cycles of observations, administration and teachers have access to make corrections/additions and adaptations in all content areas across all grade levels. In addition, grade teams conduct unit protocol where teams are learning from one another the best practices in place to include the 4 modalities. Additionally, we review data and examine these specific categories in the AMAO tool and in our student sorter in grade team meetings and content meetings so that we can ensure we are addressing these needs.

To meet the instructional needs of the subgroups a through e listed above, we are enrolling teachers in the ELLs initiatives for writing for ELA Regents in Grades 11 & 12, vocabulary initiative with high utility words in grades 9 through 12 across all content areas. We do not differentiate based on subgroups, but rather through individual students' needs and their performance on assessments, both formative and summative and make adjustments to lesson plans accordingly.

During professional development, all staff, we are examining data and following the mandated services for our former ELLs for the 2 years after exiting ELL status. This is of utmost importance for high school students, as it greatly impacts their performance on standardized testing. Reports are run in ATS to ensure we have included all ELLs for their mandated services, whether they are SIFE, newcomer, developing, long term or former ELLs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

We have not had any incidents with regard to 45 day enrollment because we are a CTE school where students make an informed decision to attend and transferring in is not an option after grade 9. We have had no occurrences of re-identification, however, if one does occur, we will follow the guidelines for the Re-Identification of ELL status. As stated, we are a screened school that provides many opportunities to examine student data prior to their arrival in grade 9. We do not receive/enroll students after grade 9 due to the CTE progression required for students to graduate.

To ensure academic progress we have dedicated guidance counselors assigned by grade level that work in advisory periods daily to monitor and advise students of their academic progress. Additionally, each student has a mentor that works with them for the 4 years of high school who monitors attendance and consistently monitors academic progress. The APO monitors reports monthly and the attendance staff monitors attendance to deal with issues as they arise rather than when a long period of time passes. The Guidance Counselors (3) and attendance staff (3) each have native language speakers to address language translation and to ensure any initial or re-identification process is followed.

8. 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?

For each grade level, teachers are required to complete and submit unit plans of study. Unit plans have resources that specifically address the students with disabilities and English Language Learner needs. Alignment with unit planning for academic content and assessing are used to determine the level of rigor, the inclusion of shifts for literacy and math, and differentiation of performance assessments that promote student learning. Engage NY and Pearson are utilized in ELA classes. New Visions curriculum for Living Environment, Earth Science and Social Studies are utilized and monitored through off site Professional Development. ACHIEVE 3000 software is used both in school and at home where students have access to both laptops, computer labs and iPads. All teachers are required to use rubrics to guide students' writing that in turn can be used to provide timely and meaningful feedback that will then allow students to make corrections/additions to their submission to improve grades and increase learning. All teachers have access to ATLAS online system to submit units of study and additionally, as noted, teachers participate in the professional development of curriculum with New Visions for US History, Global Studies and Living Environment courses. Teachers College coaches spend a day bi-monthly working with teachers to ensure alignment and curriculum is accessible to all students in all grades across all content areas.

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

For curriculum, we provide professional development and additional opportunities with our support organization, New Visions, with regard to Social Studies and Science. Extended Learning Time allows physical education classes to be conducted prior and after the school day that promotes more classroom time in academic areas. Teachers are flexible in extended learning to include lunch and learn opportunities and after school for targeted tutoring. Together with administration, data used to

Chart

program students is carefully examined by guidance counselors and together everyone ensures students are receiving the instructional scheduling that also takes into account their CTE coursework, ensuring a balance that meets each IEP and ELL goal. Because we consistently monitor students progress academically with guidance counselors and mentors, students are programmed according to their needs rather than via subgroups, making the flexible programming an individual experience for all of our students. Criteria for placement in ICT classes is a result of the Committee on Special Education comprised of students, parents, administration, teachers, both general education and special education, guidance counselors, and CTE teachers in auto or graphic design.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

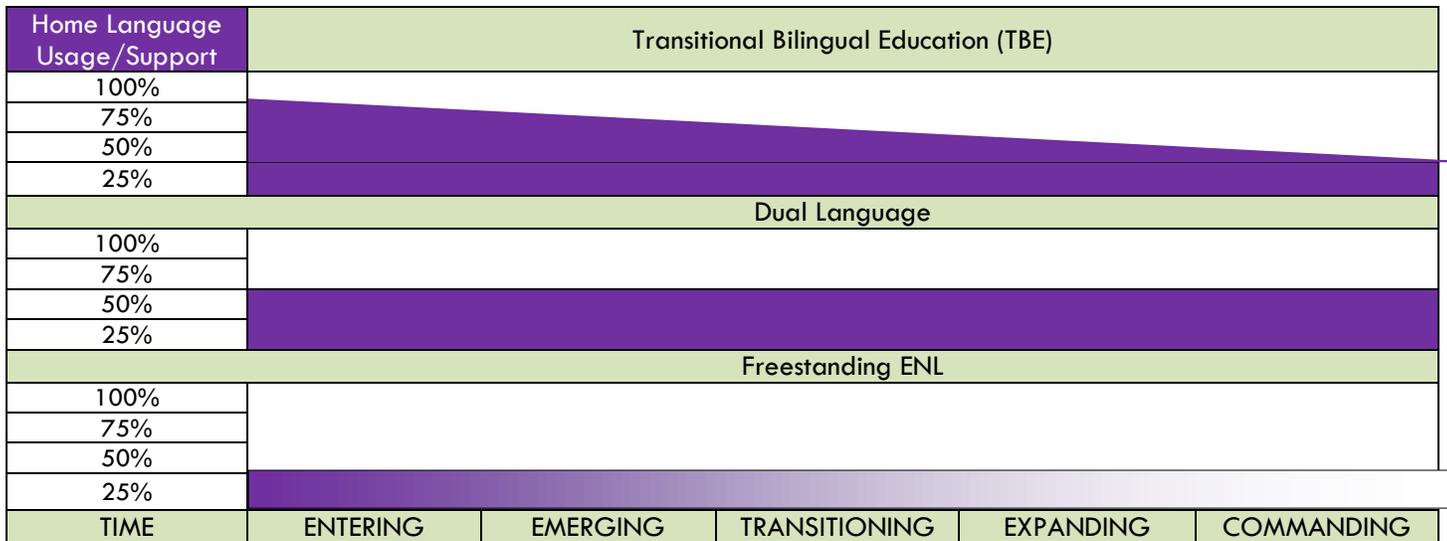


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. As described in our SCEP, academic intervention is promoted within and among grade team teachers that can identify trends in student skill levels and develop/implement strategies to improve outcomes. Teacher teams work with data the 2nd and 4th weeks of the month to specifically identify students in need of intervention. In addition to the academic interventions, there are also social and emotional intervention strategies/structures in place. In ELA and Math classes, should a student score below grade level, fall behind in their work, demonstrate a lack of ability to complete the work, the grade teams develop a plan to put one to two specific strategies in place, work with the student to begin implementation and keep the family informed of how the strategies is working or not. If not, another strategy is developed and implemented. For our Bilingual students learning English, we have bilingual teachers in ELA and Math that work one on one or in small groups to improve instructional outcomes. In addition, we are partnered with 21st Century partners, Vision Ed and Creative Connections that offer tutoring from a variety of instructors that include SAT Prep and technology supports in the Extended learning time.
11. 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 is effective and the results are in the data in NYSESLAT results as we see students improve in all four modalities and achieve proficiency, in the data from our ELA performance assessments as we identify and target specific skills for improvement, in the bilingual program as we examine academic progress reports and see consistency in passing grades, positive results in assessments and finally, in Regents exam results in content areas.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering combining grades 9 & 10 in the TBE classes for a 2-year program for Living Environment. This content continues to show students struggling to be successful. A 2-year program would provide additional time for students to delve deeper into the content and spend significant time in labs in order to develop a thorough understanding of the content, which in turn will allow them to be successful in the Regents Exams.
The other area of struggle is Global History and with the inception of the new pilot program, it was revealed that the TBE class for grade 9 was not able to complete the curriculum in its entirety. With that in mind, a double period of instruction is being considered to ensure the breath of the curriculum will be implemented.
13. What programs/services for ELLs will be discontinued and why?
As a turn-around school, we are consistently seeking programs to include versus discontinuing. At this time there are no plans to discontinue any of our programs or services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are afforded equal access to all school programs and to ensure parent engagement and inform them, all materials are provided in the home language and in English at all times. A number of key staff are always on hand to translate or speak to parents and students in their home language. We have worked hard to make our school open and welcoming. We are also a uniform school, which helps to create an atmosphere of equality for all. To ensure access to all ELLs, an onsite coordinator works in the school building daily to meet with students, parents, teachers and staff to promote and encourage students to participate. The coordinator runs programs for parents that include topics parents have selected and have interest in such as, cooking, resume writing, learning about grading policies and reading transcripts, etc.
To date, we offer Lego Robotics in freshman and sophomore math classes, aligned with curriculum during the school day. Instructors are bilingual to ensure all participants are receiving a rich experience. After school programs include dance, fitness, Martial Arts, chess club, electric care, robotics, and tutoring in all content areas. Demonstrations and talent assemblies help to inform all students, signage is promoting the programs, announcements are made throughout the day and mentors in advisory reinforce the programs offered. ALL inclusive!
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
As a CTE school, we are enriched with computer labs, iPads and promote the use of ACHIEVE 3000 to promote reading fluency and comprehension. Students have a high interest and much success when using technology, therefore teachers in all content areas have access to it for their students, in addition to having a SMARTBOARD in every classroom. Short video clips and interaction lessons have provided a variety of entry points for students to become successful.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
With bilingual staff, bilingual paraprofessionals as additional support. in TBE classes. Materials, text books and curriculum is available in home language. In science classes, all glossaries and indices are bilingual. Use of native language is conducted in class by the Bilingual teacher with transitioning taking place daily, teacher materials and supporting supplemental materials, such as ACHIEVE 3000 and bilingual text available.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

We utilize our student sorter and reports in ATS to identify and make available the information needed to all faculty and staff. During observation cycles, Assistant Principals and administration monitor the adaptations and modifications of unit planning and lessons.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Because we are a CTE school, we only receive students as freshmen. We send guidance counselors and teachers to city events in the Bronx to promote our school and to provide information about our programs. We have not in 3 years received students in other grades once the school year has begun. Once a student selects our school for a first choice, we begin offering orientation dates prior to the end of the current school year. Parents accompany prospective students, receive a tour of the school facility and the shops for CTE and they are provided many opportunities to voice their questions/comments. Guidance counselors, Teacher from CTE department and academic courses all participate in order to promote the school's programs and to answer questions. Administration is also participator with an open door policy to meet with parents and address their concerns/questions individually. This process has been extremely effective in a clear, concise understanding of the requirements to be successful in our school and at this time parents can pu

19. What language electives are offered to ELLs?

Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development calendars are provided at the first day of school to all faculty and staff. The structure is one meeting per month for one hour after school for full faculty. In addition, every Monday and Friday for 45 minutes teachers meet in grade team meetings where unit planning, differentiation, assessing, data and examining student work are the focus the first and third weeks of every month. During the 2nd and 4th weeks, teams discuss data, examine student work and develop strategies to be used across content areas and examined for effectiveness through the student work. All content areas have common assessments for students to cite textual evidence and developing an argument/counterargument so that the student work can be examined for deficits and celebrations. The NYCDOE has 4 days dedicated to professional development every school year and there is always a section devoted to ELLs during these four days for full faculty for at least one hour. See below for the breakdown.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
In addition to the 1 hour monthly professional development planned for full faculty, our school has partnered with Teachers College who provides one ELA and one Social Studies coach bi-weekly to work one on one with our teachers and explore common core alignment in unit planning and lesson planning. We have provided ATLAS software for teachers to submit their unit plans on the first of the month (or just prior to the date their current unit will be completed). Assistant Principals examine the units and provide targeted feedback. In grade team meetings, unit plans are examined by all teachers one at a time using a protocol to ensure common core alignment. The focus is on standards, alignment with assessment and the structures for instructional goals and differentiation. These meetings are on-going and include adaptations/modifications for English Language learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school uses a National Academy Foundation curriculum during advisory class for 30 minutes every day in a small group setting with a teacher/advisor who stays with the students in advisory for four years. The curriculum is designed specifically to address the transitional challenges all students face when leaving middle school and entering high school. In addition, our students have CTE classes in auto tech, auto body and graphic design that are high interest level and provide hands on opportunities to learn.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

AP of ELLs conducts 2 professional development meetings per semester (total 4 per year @ 1 hour full faculty). During the meetings, professional development concentrates on the data, using the AMAO tool and seques into how we can incorporate speaking, listening, reading and writing in our units of study to specifically address the needs of the students. Strategies are discussed and teachers provide facilitation in their own best practices. In addition, one team meeting per month for 45 minutes is designated to examine student work and is facilitated by the bilingual and/or ESL teacher specifically discussing the work by ELLs. One meeting per month for 45 minutes is also designated to discuss bilingual/ESL classes in department/content meetings and to examine ELL data using the AMAO tool. This is no way identifies all of the professional development meetings devoted to bilingual/ELL students. Meeting agendas, signature sheets of teachers in attendance and minutes are all kept in the professional development binder housed in the APO's office and minutes are shared via email to all participants in an effort to offer opportunity to reflect. Evaluation sheets are attached for the 4 meetings per year with full faculty and results are kept in the professional development binder along with the minutes. Teachers are encouraged to request additional professional development throughout the school year and for the upcoming school year, we are all participating in the vocabulary initiative professional development provided by NYCDOE through the Office of ELLs. This office provides multiple additional professional development throughout the year and teachers are offered opportunities to attend and are encouraged to further their pedagogical practices through these sessions.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Upon receipt of the NYSESLAT results, parents are sent letters in the mail requesting individual meetings as the school year begins. This opportunity to meet individually provides a time to complete their entitlement letters and answer any questions they may have. We also discuss the results of the test and talk about the skills that remain challenging as well as the curriculum in content areas that will be addressing the needs. During the planning stages of the meetings, during the meetings and afterward, there is always a school faculty or staff member that is present to translate according to the needs of the parents. If the student is an incoming ninth grade student, the data reviewed includes the NYSESLAT, ELA Performance and Math Performance results as well as the progress report from grade 8. If the students are in grades 10 through 12, the data used is the same, except for including Regents results and any ELA Performance Assessment results available.

The struggle for our school has been to conduct the individual meetings in a timely fashion and to encourage participation. Many parents need to receive many follow up phone calls and reassurances that this meeting is not a request for documentation. As we progress through the years (year 3 for the turn-around) more parents are participating as they become comfortable and trusting.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At our school, we welcome all parents and keep an open door policy. With the orientation meetings, parents of ELLs are encouraged to sign up at a table with the parent coordinator (Bilingual) to complete questionnaires for their perceived needs, meet with the administrative team and since we are following the return of the entitlement letters, we are consistent with a variety of staff members from the very beginning of the school year. Students are also encouraged to participate in the extended learning opportunities provided through our 21st Century Grant. We have additional support to provide the information and obtain the encouragement the students need from families to be certain they are aware and able to participate in a variety of workshops designed with the data from their responses on the surveys/questionnaires. Every open school that is scheduled follows a similar procedure in order to ensure there is a desire on behalf of the school community to partner with our parents.

The parent coordinator is integral in the communication and encouragement of our parent involvement. Her office holds a wealth of information for all parents and she ensures parents have notification of all meetings, all community workshops and extra curricular activities and is a partner with outside agencies that provide many services to our families.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parent coordinator works alongside our 21st Century Grant Coordinator to plan and provide workshops. We offered 7 workshops this year with a variety of topics. These events are well advertised and often utilize guest speakers/presenters from our community organizations. These include: Community Connections for Youth, Jeanette Bocanegra; Bronx Adolescent Skills Center, Jackie Brown; Bronx Educational Services PRE-GED Program, SoBro Youth Development Center, Homework Helpers/Tutoring, and many others. Topics ranged from resume writing, computer workshops, cooking, college financial aid and application process, SATs and tutoring along with family services off site in the community.

Translation services are provided by coordinator, various staff members and bilingual teachers. We also can access NYCDOE translation services if ever needed.

5. How do you evaluate the needs of the parents? Through parent surveys/questionnaires and offering opportunities for parents to be heard during open school events. Also, parents are encouraged to meet with any of the administration, parent coordinator, 21st Century Grant coordinator, or any faculty member whenever they have questions/concerns. Often the most helpful questions are posed to the Guidance Counselors when parents are meeting. A very important tool for parents to use is the email through our online grading system, SKEDULA. Parents receive the information and have opportunities to practice using the online system if they are not familiar with the system whenever they come into the school.

6. How do your parental involvement activities address the needs of the parents? Our parent coordinator, Ms. Delgado, is active with community based organizations and offers opportunities for a variety of topics to be presented. Parents are offered opportunities to answer surveys/questionnaires on topics of interest. The parent coordinator then explores guest speakers/facilitators who can meet the requests of the parents. Topics such as resume writing, healthy cooking, college application processes, and job application processes have been offered with success. The topic of healthy cooking was so popular, an extra session was developed in order to have an encore performance. With the support of our 21st Century grant coordinator, parents are consistently offered opportunities to request help for their needs/questions/struggles Translation

services are provided by coordinator, guidance counselor, college office counselor, and various staff members and bilingual teachers. We also can access NYCDOE translation services if ever needed..

D. Additional Information

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

After school programs through our 21st Century Grant allow for STEM initiatives during the school year using SCRATCH software as a push in support. In addition, we are currently awaiting approval for our graphics design program as a CTE certified pathway to a career. Internships will begin in the 2016 school year and for the summer following. These internships will be paid internships and monitored through our Work Based Learning Staff. Students have been on field trips to explore careers in the graphics design industry in New York City.

School Name: _		School DBN: #INGEST ERROR!	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evan Schwartz	Principal		6/18/15
Barbara Roman	Assistant Principal		6/18/15
Nilsa Delgado	Parent Coordinator		6/18/15
Luis Lockhart	ENL/Bilingual Teacher		6/18/15
Ivette Durstenberg	Parent		6/18/15
Phedra Medina/ESL	Teacher/Subject Area		6/18/15
Yris Velazquez/SE, Bilingual	Teacher/Subject Area		6/18/15
Crystal Belle, TC ELA	Coach		6/18/15
Frederick Mann, TC, SS	Coach		06/18/15
Nuris Pimentel	School Counselor		6/18/15
Elaine Lindsey	Superintendent		6/18/15
Romina Carillo	Borough Field Support Center Staff Member <u>562/New</u> <u>Visions</u>		6/18/15
Sal Banuelos/Teacher	Other <u>Bilingual Math</u>		6/18/15
Pablo Muriel/Teacher	Other <u>Bilingual SS</u>		6/18/15
Henry Martinez/Teacher	Other <u>ELA</u>		6/18/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07X600**

School Name: **Alfred E. Smith CTE High School**

Superintendent: **Elaine Lindsey**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Through home language surveys, student and parent interviews, biographical information when students enroll with parents and reports in ATS. Skedula, our online system, houses the information in a transparent system that parents can access from home. Our parent coordinator is instrumental in follow up with any information missing or not forwarded from previous schools. She meets individually with

parents to ascertain their language needs and supports those needs both orally and in written formats. With 89% of our English Language Learners' home language stated as Spanish, we determine what the balance of 11% of our students who are fluent in English still require translation for parents and the records are kept as stated above.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

As per recommendations by Chancellors' Regulations, all school hallways and offices, including but not limited to administration and parent coordinator have brochures and Language ID guides and the Language Palm Card is distributed from the onset of the school year. During the 4 designated professional development meetings for all staff, the policies and procedures are reviewed.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are provided each year and feedback/survey results are provided to the Principal. The administrative team reviews the survey results and ensures we are maintaining quality and consistently make services available.