



WASHINGTON IRVING HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 02M460

ADDRESS: 40 IRVING PLACE, NEW YORK, NY, 10003

TELEPHONE: 212-674-5000

FAX: 212-673-9569

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310200011460 **SCHOOL NAME:** Washington Irving High School

SCHOOL ADDRESS: 40 IRVING PLACE, NEW YORK, NY, 10003

SCHOOL TELEPHONE: 212-674-5000 **FAX:** 212-673-9569

SCHOOL CONTACT PERSON: BERNARDO ASCONA **EMAIL ADDRESS** BAscona@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marian Burnbaum and Felicia Summers, Co-Chairs

PRINCIPAL: BERNARDO ASCONA

UFT CHAPTER LEADER: Gregg Lundahl

PARENTS' ASSOCIATION PRESIDENT: Cherylyn Phillip and Teresa Davis, Co-Presidents

STUDENT REPRESENTATIVE:

(Required for high schools)

Tenzin Yingsal

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER:

CRISTINA JIMENEZ/SANDRA LITRICO/Wladimir Pierre

SUPERINTENDENT:

ELAINE GORMAN

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Washington Irving High School
School Leadership Team
Comprehensive Educational Plan 2010-2011**

Bernardo Ascona Executive Principal	Administration	_____
Teresa Davis	Parent Association	_____
Gregg Lundahl	UFT Chapter	_____
Angie Pena	DC 37	_____
Gladys McClain	Title I	_____
Eyad Hassan	Student	_____
Tenzin Yingsal	Student	_____
Felicia Summers	Parent/Co-Chair	_____
Marian Burnbaum	Teacher/Co-Chair	_____
Aracelis Aragon	Parent	_____

Nagi Hassan	Parent	_____
Elizende Vayoso	Parent	_____
Gail Wright	Parent	_____
Maria Rodriguez	Parent	_____
Ana Martinez	Parent	_____
Rosemarie Bray	Teacher	_____
Rose Davis	Teacher	_____
Michael Bayer	Teacher	_____
Beverly Brown	Teacher	_____
Christine Ognibene	Teacher	_____

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision

We are a four year personalized highly rigorous academic high school. We provide our students with the choice of selecting from five small learning communities (S.L.C.) within the resources of a medium sized high school. In addition to the Regents based standards, we integrate thinking skills (meta-cognitive) in all subject areas. The SLC offers students the opportunity to participate in community service, school-to-work internships, and experiential learning. With probably the most active community partnerships, Cleary Gottlieb Steen and Hamilton law firm and many community based organizations, that interface with students providing them with summer jobs, part-time jobs, internships, scholarships, college preparatory workshops, mentoring and tutoring, a comprehensive after-school program, and one full time staff member with interns dedicated to liaising between the school and the business community. The partnerships connect our students to additional college advising, Urban Fellows and educational programs.

Mission

Washington Irving High School is a family of learners based on our Small Learning Community system to monitor progress and personalize education for each student. Each is supported by extensive business/community partnerships. Our goal is to prepare every student for a four-year college by providing an excellent education with unparalleled opportunities. To achieve our goal the community espouses the following guiding principles: 1. Students learn best in a caring, supportive and loving environment. 2. All students can excel intellectually and physically. 3. All members of the learning community, staff, students, parents and business partners are responsible and accountable for the success of the students. 4. All members of the school community should be life-long learners and be empowered to take charge of their own learning.

Narrative

Into our third year of a new administration at Washington Irving High School, a strategic instructional and organizational plan has begun to be implemented to address low graduation rates, progress report deficiencies and quality review recommendations plus Learning Environment Survey results to produce a supportive, caring and safe learning environment.

We have reorganized into five Small Learning Community model in 2009-2010. Each Irving Small Learning Community will be supervised by a small learning community (S.L.C.) coordinator who will be responsible for all elective areas. Each Small Learning Community team will service its students with its own coordinator, dean, guidance counselor, parent advisors, student council and Business Advisory Council.

Instruction and learning is the responsibility of all teachers and various Assistant Principals of Supervision with Principal. Students are block programmed in English and Math courses in freshmen year.

Continual monitoring of student attendance has resulted in a daily attendance of approximately 76%, an increase of three percent this year. Academic outreach and guidance intervention results in a four year graduation rate of 39% last year, which is steadily increasing each year (currently 51% for 2009-2010) not inclusive of August graduates..

In 2010-2011, teachers will continue to work with students to develop S.M.A.R.T. goals to focus on short term and long term goals for each student. Students set goals that are specific, measurable, achievable, and realistic and time bound. Staff was provided support and professional development in order to develop S.M.A.R.T. goals that develop the Habits of Mind in all our students. This ongoing professional development will help teachers differentiate based on learning profile, content, student readiness and process.

Teacher Development

Common Planning Time has been expanded further this year by the new administration. The purpose of this time is for teachers to share best practices, develop curriculum maps, and receive coaching by U.F.T. Teachers' Center, turnkey workshops on Common Language protocols to improve instruction and learning. Item analysis of exams has allowed instruction to be tailored to student needs. Over 99% of our teachers are fully licensed. Over 88% have their Masters or higher degrees. Over 84% have taught for five or more years.

A number of teachers are involved in developing their use of technology as an instructional tool via the Title II D technology grant. A technology committee is building the capacity of staff to use this tool to increase graduation rates.

Information Technology has become a member of the National Academy Foundation which is an NCEE model. We also remain one of few public schools which are a member of the International Baccalaureate Organization.

There is also a health clinic (Institute for Family Health) and R.A.P.P. (domestic violence prevention) program present on site offering drug and substance abuse counseling.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Washington Irving High School								
District:		2	DBN #:		02M460	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			70.7	73.8	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			91.9	92.87	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			74	60.9	68.8	
Grade 8		0	0	0						
Grade 9		1053	654	341	Students in Temporary Housing - Total Number:					
Grade 10		748	515	407	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		328	326	433			25	89	TBD	
Grade 12		281	181	294						
Ungraded		1	0	3	Recent Immigrants - Total Number:					
Total		2411	1676	1478	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							111	50	27	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	

# in Self-Contained Classes	205	134	96	Principal Suspensions	94	238	TBD
# in Collaborative Team Teaching (CTT) Classes	0	36	45	Superintendent Suspensions	102	63	TBD
Number all others	99	85	76				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	N/A	179	159
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	260	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	188	340	312	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# ELLs with IEPs	35	24	43	Number of Teachers	143	111	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	53	41	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	256	152	TBD	% fully licensed & permanently assigned to this school	100	99.1	TBD
				% more than 2 years teaching in this school	71.8	85.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	63.1	72.8	TBD
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	% Masters Degree or higher	87	93	TBD
American Indian or Alaska Native	0.5	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.3	96	TBD
Black or African American	32.8	31.6	31.1				
Hispanic or Latino	61.7	61.8	61				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	3.9	5				
White	1.9	1.7	2.3				

Multi-racial							
Male	44.2	46	45.6				
Female	55.8	54	54.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I					
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:		HS Math				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced Basic <input type="checkbox"/> Comprehensive <input checked="" type="checkbox"/> Focused	<input checked="" type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level			Secondary Level				
ELA:			ELA:	X			
Math:			Math:	X			
Science:			Graduation Rate:	X			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students				X	X	X	48
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				X	X		
Hispanic or Latino				X	X		

Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	X	
Student groups making AYP in each subject				0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY						
Progress Report Results - 2008-09			Quality Review Results - 2008-09			
Overall Letter Grade	C		Overall Evaluation:			√
Overall Score	46.3		Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			W
School Environment (Comprises 15% of the Overall Score)	5.9		Quality Statement 2: Plan and Set Goals			√
School Performance (Comprises 25% of the Overall Score)	7.2		Quality Statement 3: Align Instructional Strategy to Goals			√
Student Progress (Comprises 60% of the Overall Score)	30.2		Quality Statement 4: Align Capacity Building to Goals			W
Additional Credit	3		Quality Statement 5: Monitor and Revise			√
Key: AYP Status			Key: Quality Review Score			
√ = Made AYP			Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target			▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP			√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status			W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only			◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.						
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.						
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf						

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc. After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

1. What student performance trends can you identify?

Our graduation rate went up 12% this year as compared to last year. Credit accumulation increased in the following subject areas: English/E.S.L. (2%), Technology (9%), Foreign Language (2%), and Social Studies (2%). Performance on Regents exams increased in English, Math, Social Studies Spanish, French and Science. We made A.Y.P. in 2009-2010 for all students but need to work on two subgroups: E.L.L. and Special Education students for the English Language Arts Regents. We made A.Y.P. for the following subgroups: black, low income, male, and female. We met all students category (A.Y.P.) on Mathematics Integrated Algebra Regents to meet A.M.O. for "L" cohort Class of 2010.

2. What have been the greatest accomplishments over the last couple of years?

Attendance increased by 3% and superintendent suspensions decreased by 56%. 220 students graduated in June 2010, while Learning Environment Survey results for parents, students, and teachers showed radical improvement in the culture of the school with massive increases. The school was rated proficient with many well developed qualities in the last Quality Review by D.O.E. in April 2010. Funding for various construction projects totaling \$4 million was approved for the following: new science lab, new basement gymnasium floors, four new elevators, and upgrades for the water tank.

3. What are the most significant aids or barriers to the school's continuous improvement?

We are working to increase language acquisition skills for English Language Learners, and to develop reading comprehension and writing skills for special needs students. Furthermore, we have introduced online diagnostics that are adaptive depending on individual response. This will differentiate instruction based on content, learning profile, interest and process. Software for language acquisition coupled with double blocks of literacy will help students develop language acquisition skills. This will help long term ELA results on Regents and Mathematics results on Integrated Algebra exam.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 58% of "M" cohort will meet the state's graduation progress target, or exceed it by over 60% of our students in "M" cohort (Class of 2011) who graduate with a high school diploma, as measured on 2010-2011 NYC D.O.E. Progress Report and by state's Annual Accountability and Overview Report (A.O.R.) for 2010-2011	<input type="checkbox"/> <input type="checkbox"/> Increase graduation rate
<input type="checkbox"/> By June 2011, while emphasizing reading, writing, speaking and listening in all classrooms and promoting language development to increase proficiency of E.S.L., general and special education students in the use of specific strategies tied to student goals to increase A.Y.P. attainment in English with the "M" 2010 senior Cohort from <u>58%</u> (as of June 30, 2010) meeting standard with a grade of 65% to <u>70% of students meeting level 3-4 standard</u> on E.L.A. Regents to meet A.Y.P. in English Language Arts as evidenced by the state's Annual Accountability and Overview Report (A.O.R.) and the city's R.C.O.S./R.C.O.L. A.T.S. reports	<input type="checkbox"/> <input type="checkbox"/> A.Y.P. English Language Arts for "M" cohort 2011
<input type="checkbox"/> <input type="checkbox"/> By June 2011, by emphasizing basic mathematics, pre-algebra and Integrated Algebra skills in all beginning mathematics classrooms and promoting language development to increase proficiency of ESL, General and Special Education students by use of specific rubrics, and formative assessments tied to student goals we will increase A.Y.P. attainment in Math with “M” Cohort 2011 from 50% to 65% for students with a passing grade of 65% as evidenced on state's Annual Accountability and Overview Report	<input type="checkbox"/> <input type="checkbox"/> A.Y.P. in Mathematics for "M" Cohort 2011

(A.O.R.) and city's A.T.S. R.C.O.S. report	
<input type="checkbox"/> <input type="checkbox"/> By June 2011, provide academic/social supports for positive learning environment in high school that result in successful high school completion of forty-four (44) credits, thus raising eleven (11) credits per year target per student in each grade as evidenced by Learning Environment Survey results of 2010-2011 school year	<input type="checkbox"/> <input type="checkbox"/> Learning Environment Surveys for 2010-2011
<input type="checkbox"/> By end of June 2011, increase attendance from 76% to 78% this year for 2010-2011 school year as evidenced by the city's R.P.A.R. in A.T.S. and the state's Annual Accountability and Overview Report (A.O.R.)	<input type="checkbox"/> <input type="checkbox"/> Attendance

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area

(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 58% of "M" cohort will meet the state's graduation progress target, or exceed it by over 60% of our students in "M" cohort (Class of 2011) who graduate with a high school diploma, as measured on 2010-2011 NYC D.O.E. Progress Report and by state's Annual Accountability and Overview Report (A.O.R.) for 2010-2011
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • <u>Timeline:</u> September 2010-2011 with checkpoints (January 2011 and June 2011) • <u>Target Population:</u> All "M" cohort 2011 students in all academic and non-academic content areas • <u>Accountability:</u> <ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> ○ Review attendance, academic progress data with each student and their parents via Small Learning Communities teams to monitor student progress to graduation ○ Principal, Assistant Principals, Cabinet, Parent Coordinator, family workers, S.L.C. teams, attendance team ● <u>Activities:</u> <ul style="list-style-type: none"> ○ Schoolwide Inquiry Team will focus on target population from “M” cohort to monitor and provide strategies to focus students on credit accumulation and Regents/R.C.T. preparation ○ Common Planning Time will be used to build the capacity of staff around formative assessments, item analysis of assessments, best teaching practices and turnkey of workshops by teachers. ○ Curriculum maps will be tied to goals of the school based on student data emphasizing student learning outcomes on Regents and to gain credit accumulation in content classes. ● The process will involve data gathering, analysis, evaluation, monitoring and revisions throughout the year. Teams will develop at a different pace depending on the progress of the students. ● Uniform mid-term and final exams passing rates; class exams, mastery content quizzes, writing samples and journals will be used to assess knowledge and attainment of skills. ● Analysis of cycles in each term (three cycles) to evaluate student progress
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS OTPS - TEXTBOOKS Coordinator/Supervisor/Dean - PARENT COORDINATOR Per Diem - PROFESSIONAL DEVELOPMENT OTPS - SUPPLIES - GENERAL OTPS - CURRICULUM and STAFF DEVELOPMENT CONTRACTS OTPS - Internal DOE Services</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, while emphasizing reading, writing, speaking and listening in all classrooms and promoting language development to increase proficiency of E.S.L., general and special education students in the use of specific strategies tied to student goals to increase A.Y.P. attainment in English with the "M" 2010 senior Cohort from 58% (as of June 30, 2010) meeting standard with a grade of 65% to 70% of students meeting level 3-4 standard on E.L.A. Regents to meet A.Y.P. in English Language Arts as evidenced by the state's Annual Accountability and Overview Report (A.O.R.) and the city's R.C.O.S./R.C.O.L. A.T.S. reports</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Target Population: Cohorts 2010-2011 Timeline: September 2010- June 2011 with checkpoints (January 2011 and June 2011)</p> <ul style="list-style-type: none"> • In daily classroom instruction and through guidance and intervention services. <p>Activities :</p> <ul style="list-style-type: none"> • Teachers will frame first half of junior year English in terms of four tasks. • Explicit test preparation is infused with curricula throughout tenth and eleventh grade English classes. • All students in 2011 and 2012 cohorts take ENGLISH LANGUAGE ARTS Regents in January of junior year. • Outreach is conducted throughout junior year to ensure students take the exam by end of junior year. • Guidance and intervention services. • Common Planning Time is on master schedule by grade with a separate group for ENGLISH LANGUAGE ARTS/ESL teachers during which time teachers create curriculum, look at student work, data and develop action plans for students who are struggling. • Use of Acuity to analyze standards based exams to inform instruction and provide tutoring tools to students and parents. • Item Analysis of departmental exams to inform instruction. • Use of Content Mastery Quizzes, journals and Content Mastery Charts. <p>Accountable People :</p> <ul style="list-style-type: none"> • All ENGLISH LANGUAGE ARTS/ESL/Special Education teachers • All Guidance Counselors • Assistant Principal Supervision/ESL Rajeev Bector and Jeff Bozler, in charge of special education • Assistant Principal Guidance Sarah Hernandez

	<ul style="list-style-type: none"> Teacher Leaders for each grade team
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	OTPS - SUPPLIES - GENERAL Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS Per Diem - PROFESSIONAL DEVELOPMENT OTPS - LIBRARY BOOKS OTPS - TEXTBOOKS OTPS - Internal DOE Services Per Diem - PROFESSIONAL DEVELOPMENT OTPS - EDUCATIONAL SOFTWARE OTPS - NON-CONTRACTUAL SERVICES
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

Subject Area

(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> By June 2011, by emphasizing basic mathematics, pre-algebra and Integrated Algebra skills in all beginning mathematics classrooms and promoting language development to increase proficiency of ESL, General and Special Education students by use of specific rubrics, and formative assessments tied to student goals we will increase A.Y.P. attainment in Math with “M” Cohort 2011 from 50% to 65% for students with a passing grade of 65% as evidenced on state's Annual Accountability and Overview Report (A.O.R.) and city's A.T.S. R.C.O.S. report
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <u>Target Population:</u> Teachers of all Cohorts 2011-2012-2013-2014 General Education, English Language Learners and Special Education Students <u>Timeline:</u> September 2010- June 2011 with checkpoints (January 2011 and June 2011) <ul style="list-style-type: none"> In daily classroom instruction and assessment </div>

	<p><u>Activities:</u></p> <ul style="list-style-type: none"> ✓ Teachers plan and implement daily instruction using teacher created curriculum maps aligned with state standards for all math courses ✓ Students are engaged in student centered activities that support all mathematics topics ✓ Students use mathematical manipulatives to assist them in learning different mathematical topics ✓ Teachers are assisted in the implementation of curriculum by staff developers (grade team leaders, and Assistant Principal Supervision and outside professional development). ✓ Parent workshops are provided to make parents aware of the math curriculum, academic intervention services and how they can help their students succeed in mathematics. ✓ Teachers form study teams in Common Planning Time to plan lessons and share best practices ✓ Atlas consultants will work with Assistant Principal to develop team processes during common planning and inquiry team process. <p><u>Accountable People:</u></p> <ul style="list-style-type: none"> • New Teacher Mentor Jennifer Smith • Mathematics Teachers and Assistant Principals Supervision Julia Bingay-Lopez and Jeff Bozler, in charge of special education • Math Common Planning Team Leaders
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>OTPS - CURRICULUM and STAFF DEVELOPMENT CONTRACTS OTPS - TEXTBOOKS Per Diem - PROFESSIONAL DEVELOPMENT Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS Per Session - PARENT INVOLVEMENT OTPS - EDUCATIONAL SOFTWARE OTPS - SUPPLIES - GENERAL OTPS - EQUIPMENT OTPS - Internal DOE Services OTPS - NON-CONTRACTUAL SERVICES Guidance/Social Workers - SCHOOL SOCIAL WORKER</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/> By June 2011, provide academic/social supports for positive learning environment in high school that result in successful high school completion of forty-four (44) credits, thus raising eleven (11) credits per year target per student in each grade as evidenced by Learning Environment Survey results of 2010-2011 school year</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><u>Target Population:</u> All Cohort students (Target: eleven credits per year)</p> <ul style="list-style-type: none"> <u>Timeline:</u> September 2010 – August 2011 <p><u>Activities:</u> Small Learning Communities will monitor students in classes to ascertain and monitor graduation goals and student progress. Data Assistant Principal will provide reports and data content inquiry teams will analyze targets to assist with each cohort of students to focus on students still in need of credits (January and June 2011)</p> <p><u>Accountable People:</u> Small Learning Community Team (S.L.C.), Teachers, All Staff</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Special Needs - Support Services - INTERVENTION / PREVENTION - PULL-OUT -all students OTPS - NON-CONTRACTUAL SERVICES Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS Guidance/Social Workers - SCHOOL SOCIAL WORKER OTPS - TEXTBOOKS OTPS - EDUCATIONAL SOFTWARE Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS OTPS - TRANSPORTATION OF PUPILS - CONTRACTUAL Paraprofessionals - IEP-HEALTH School Aides and Other Support Staff -</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By end of June 2011, increase attendance from 76% to 78% this year for 2010-2011 school year as evidenced by the city's R.P.A.R. in A.T.S. and the state's Annual Accountability and Overview Report (A.O.R.)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><u>Accountable Persons</u> : School-wide (AP, attendance coordinator, pupil accounting secretary and paras); Small Learning Community – Whole school community; Parents (contacting school in response to phone/mail outreach about attendance issues)</p> <p><u>Timeline</u>: 2010-2011- ongoing</p> <ul style="list-style-type: none"> • Review of attendance procedures with students, teachers and staff on a regular basis • These activities will begin in September and continue throughout the school year • Weekly at school-wide attendance meetings • Daily mustering of Small Learning Community administrative team • Freshman advisories. • Small Learning Community Attendance and Disciplinary Teams <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Reduce lateness especially to 1st period • Reduce cutting especially from 8th period • Reduce number of 407s generated • Reduce suspensions • Reduce number of LTA's Entire student population – all grades, all Small Learning Community • Collection of complete attendance data from staff daily • Expansion of use of auto-dialer to include cutting and lateness • Timely Clearance of Register • Personal notification of students who have detention before detentions turn into suspensions • ATS and ILOG access to Small Learning Community coordinators and paras • Incentives for improved and excellent attendance • Redirection of unsuccessful students to appropriate educational settings • Send letters home • Student Assemblies • Incentives • Teacher Referral Forms

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Coordinator/Supervisor/Dean - PARENT COORDINATOR OTPS - NON-CONTRACTUAL SERVICES OTPS - TRANSPORTATION OF PUPILS - CONTRACTUAL Secretary - SCHOOL SECRETARY Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS Guidance/Social Workers - SCHOOL SOCIAL WORKER Special Needs - Support Services - INTERVENTION / PREVENTION - PUSH IN/PULL OUT</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	6	36	4	3	356	35	55	36
10	38	238	26	26	415	25	14	29
11	117	337	107	213	455	25	20	29
12	109	131	106	217	304	25	18	5

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <input type="checkbox"/> Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams
Mathematics:	<input type="checkbox"/> Apangea (Day, After-school and Saturdays) , <input type="checkbox"/> Aventa, Plato, (Day, After-School, and Saturday Academy Sessions via small group instruction), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams
Science:	<input type="checkbox"/> <input type="checkbox"/> Aventa, Plato, SmartScience (Day, After-School, and Saturday Academy Sessions via small group instruction), Science Lab Make-up session (after-school and Saturdays), Trips (Saturdays), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams
Social Studies:	<input type="checkbox"/> After School and Saturday Tutoring, AVID, parental meetings, Kaplan Advantage, Credit Recuperation via Aventa, and Plato Online systems (Weekdays after-school and Saturdays)
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Individual Action Plans, case conferencing, SETTS, individual and group counseling, parental meetings to review credits and Regents, A.C.S. referrals, programming, college career planning, P.M. School, Credit Recovery, Assemblies by Grade/Small Learning Community teams to review graduation requirements.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Evaluation: Cognitive, academic, vocational and mental status exam. One-on-one (only); conferencing with parents, teachers, guidance counselor, students, referrals, follow-ups, goal planning. Assemblies by Grade/House to explain counseling services available to students, School Based Support Team (S.B.S.T.)
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> One-on-one counseling for mental health, emotional distress, mood disturbance, conduct/behavior. One to one help for students applying for Medicaid/family planning/options counseling regarding pregnancy, etc., benefit insurance program. Referrals, liaison with hospital services, medications, long-term counseling, family counseling and interventions, Assemblies by Grade/House to explain counseling services available to students.
At-risk Health-related Services:	<input type="checkbox"/> School Based Health Clinic with Beth Israel personell: providing medical and dental services during Day

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding).
The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

WASHINGTON IRVING HIGH SCHOOL (M460)

Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1) (a)

Grade Level(s) 9-12 **Number of Students to be Served:** 272 **LEP** 1010 **Non-LEP**
Number of Teachers 7 **Other Staff (Specify)** 1 Guidance Counselor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting state academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Title III Supplemental Program at Washington Irving High School assists our English Language Learners in the following ways:

- ELA and math Regents preparation
- Tutoring in all content areas in their native language as well as in English to support credit accumulation and recuperation. This funding is used for a credit recuperation program for E.L.L.s, workbooks for tutoring and after-school program supplies to enrich what begins in day blocks and QTEL.

The rationale for these programs is based on cohort data which shows that it takes longer for ELLs to meet graduation requirements, specifically to graduate in four years, due to their language limitations. Additionally, LAB-R and NYSESLAT results indicate that 275 students are entitled to ESL services at Washington Irving.

Description of program: Beginning November 29, 2010 and ending June 8, 2011. 95 days (four days per week) for 24 weeks. Also included are the 4 credit recuperation days during the last week of December.

Languages of instruction: English and Spanish. After school Advanced ESL classes and tutoring sessions are offered: from 3:00-4:00 P.M. on Mondays and Wednesday. English Regents tutoring is offered on Tuesdays and Wednesdays from 3:00 P.M. to 4:00 P.M. Basic and Intermediate ESL classes are offered on Tuesdays from 3:00 to 5:00. One certified bilingual Social Studies teacher offers after school regents prep classes on Wednesday from 3:00-5:00 P.M. One certified bilingual Math teacher will offer regents prep on Thursday from 3:00-5:00 P.M. One Science teacher will offer Regents-prep instruction on Saturdays from 9:00 a.m-12:00 p.m. Strategies will include whole-class instruction, tutoring, use of Achieve 3000 for intermediate ESL students, and use of the Rosetta Stone program for beginners.

Approximately 24 students are being served by the Title III program after school.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The third Friday of every month from Friday, January 21, 2011 through April 15, 2011 the Assistant Principal ESL will conduct professional development for the 7 teachers who are participating in the Title III instructional program. These will be four one hour sessions. The professional development will focus on increasing the use of academic and content-specific vocabulary for students, developing academic language for English Language Learners, the use of research based practices to raise academic rigor and assessment for learning strategies.

Teachers participating in the Title III program will attend off-site professional development activities offered by Quality Teaching for English Learners, and BETAC. Pedagogues attending these training sessions will then turnkey training for their Title III colleagues. ESL teachers will use the professional development provided after school to create curriculum and assessments, to case-conference with our bilingual guidance counselors and to study professional materials.

Parental Involvement:

Among the issues faced by our ELLs are the problems faced by their parents who, themselves, lack the ability to communicate in English. In addition, parents find it difficult to acculturate to the educational system in the USA (which, in many cases, differs markedly from other educational systems) and have many questions and concerns regarding their status as immigrants. In most instances, parents of ELLs are incapable of supporting their children's bi-cultural and academic growth because they have limited support systems in their own communities. The CBOs aligned with Washington Irving High School focus, primarily, with assisting students. The parental involvement aspect of the Title III program at Washington Irving High School will focus on addressing the above mentioned issues. Parents will be invited for parenting skills workshops, for immigration-related questions and concerns, and for ESL and computer instruction on a monthly basis. The service providers will be one guidance counselor, the parent coordinator, one ESL teacher and the AP ESL. By offering these services to parents, the school will improve the achievement of students who are participating in the supplemental Title III program. These services will be offered the second Monday of every month for 1.5 hours.

Form TIII – A (1) (b)

**Title III LEP/Title III Immigrant Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$27,642.00	<p><u>After School Program:</u> Five ESL teachers will provide tutoring for the targeted ELL population for two hours weekly for the duration of 25 weeks. 5 teachers x 2 hrs x 31 wks x \$49.89 = \$15,466</p> <p>One supervisor will oversee the program, as there is no other operational program in the building, for two hours for the duration of 35 sessions. 1 supervisor x 2 hrs x 31 sessions x \$53.63= \$3,325</p> <p><u>Saturday Academy</u> One ESL teacher will provide tutoring and regents prep for the targeted ELL population for three hours for the duration of 20 sessions. 1 teacher x 3 hrs x 20 sessions x \$49.89 = \$2,993</p> <p>One supervisor will oversee the program, as there is no other operational program in the building on Saturday, for three hours for the duration of 20 sessions. 1 supervisor x 3 hrs x 20 sessions x \$53.63= \$3,218</p> <p><u>Professional Development:</u> Seven Title III teachers will receive four one-hour sessions of professional development to be conducted by the AP of ESL. 7 teachers x 1 hr x 4 x \$49.89 = \$1,397</p> <p><u>Parent Involvement:</u> One guidance counselor will provide parenting skills workshops to the parents of the targeted ELL population for one and a half hours for the duration of eight sessions. 1 guidance counselor x 1.5 hrs x 8 x 53.63 = \$644</p>

		<p>One ESL teacher will provide parenting skills workshops to the parents of the targeted ELL population for one and a half hours for the duration of eight sessions. 1 teacher x 1.5 hrs x 8 x \$49.89 = \$599</p>
Supplies and Materials	<p>\$15,558.00</p> <p>\$5,270.00</p> <hr/> <p>\$20,828.00</p>	<p><u>Textbooks/Libraries</u> Kaplan SAT Foundations Review Books @ \$17 x 300 = \$5,100 Leveled Classroom Libraries from Attanasio & Associates 21 @ \$498 per library = \$10,458</p> <p><u>Instructional Supplies</u> Literacy Journals @\$5 x 300= \$1,500 Literacy Journal Classroom Storage Box @\$5 x 300= \$1,500 Postage for monthly mailing to ELL population to inform parents of workshops and ELL program updates = \$2,270</p> <p>Total</p>
Professional Development Materials	<p>\$ 550.00</p> <hr/>	<p>Making Differentiation a Habit by Heacox @\$25 x 10 = \$250 Differentiated Instruction Strategies by Chapman @ \$30 x 10 = \$300</p>
TOTAL	<p>\$49,020.00</p>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home Language Surveys are used to record the languages of students enrolled in the school.

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

Written information is effectively translated for parents and teachers. The parent coordinator translates all documents for Spanish-speaking parents. Time constraints have been noted during oral translations. We found that a majority of the parents need translation services in Spanish, Haitian Creole, and some Chinese and Bengali. These were reported via the monthly parent newsletter and Parents' Association meetings.

Part B: Strategies and Activities

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

The parent coordinator will continue to translate information from English to Spanish. All correspondence is mailed or distributed via two sided sheets one side in English and one in Spanish. The parent coordinator will recruit parents to assist with the translation and interpretation, in more than one language. The school is utilizing the New York City Department of Education Translation Unit and the School Messenger System which allows us to reach families in their own language. The new school website, www.WashingtonIrvingHigh.org, has the capacity to be viewed in multiple languages. The website informs the entire school community, including parents, of school events, methods to contact administration and teachers, links to ARIS, and individual coursework.

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

In addition to the oral interpretation offered by the parent coordinator, software will be purchased to address the time constraints issues which are currently encountered. Teachers assist with translation into Bengali and Chinese. Paraprofessionals assist with the translation into Haitian Creole.

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

The Parent Coordinator has informed parents of the available translation services at Parents' Association meetings, via phone master, and through the monthly parent newsletter. We inform them that translation services are available via mailings, email, and telephone banks.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$1,239,563	\$142,043	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$13,816.06		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$61,978	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$123,956	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers will participate a minimum of three times a week in common planning time teams, content data teams, school wide inquiry teams, monthly professional development workshops, Heart of Change, Assessment for Learning, SMART Goals workshops and Differentiated Instruction workshops. Teams of teachers will meet and develop updated curriculum maps and common assessments. Teachers will case conference and develop project based learning assignments and mastery quizzes based upon the state standards.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents,

use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

To encourage parent involvement at Washington Irving we will:

- Encourage parents to network with each other and to communicate with school staff.
- Provide resources for family outreach to assist and inform parents, and involve them in the school community.
- Identify that Harlington Ariza is our parent coordinator who will facilitate the exchange of information among parents and generally encourage and support parent involvement efforts.
- Conduct yearly Parent Association elections for Executive Board members
- Conduct monthly Parent Association meetings
- Provide the Parents Association with a space, including furniture, office supplies and a computer with a printer.
- Offer parent training workshops related to parent involvement.
- Parents will be notified through a monthly calendar, letters, flyers as to the date and time of meetings and workshops.
- Responses to parent written comments will be handled through phone contact or email.
- Parents and Washington Irving High School will share responsibility for student performance through Parent/Teacher conferences, school leadership meetings and family support and intervention conferences.
- Through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education
- Hold yearly orientations meetings for parents with classroom teachers, supervisors, guidance and related service providers.

- Distribute all notices in English and Spanish or other languages spoken by parents
- Support District level committees and or regional level committees which will include parent leaders who are on SLT, Title I parent advisory councils and President's council.
- Maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs

Cherlyn Phillips, PA President

Bernardo Ascona, Principal

Date

I. General Expectations

Washington Irving High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing

information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Washington Irving High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. Washington Irving High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. Washington Irving High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. Washington Irving High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. Washington Irving High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. Washington Irving High School will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Title 1 staff will invite parents to school in September to present to them an overview of the Title 1 program. In August /September the Title 1 plan will be presented to the SLT of Washington Irving High School. In April of 2010 there will be a concluding debriefing contact with the parents. Parents are members that functions as the PA. This group will also assist in preparation of the Comprehensive Educational Plan.

The Parents responsibility

- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- I will encourage my son/daughter to participate in at least one extracurricular activity.
- I will see information regarding my son's/daughter's progress by conferring with teachers, principals, and other school district personnel.
- I will attend district wide parent conferences and visit my son's/daughter's classrooms to discuss and participate in their education.
- I will communicate positive information regarding teachers, principals, and other staff personnel when discussing school with my son/daughter.
- I will encourage my son\daughter to follow the rules and regulations of the schools discipline code...

- I will encourage my son\daughter to dress according to the school's code.

The School's responsibility

- Washington Irving High School will solicit parent and community input (thought meetings, interviews, surveys, etc.) regarding the education of the student it serves.
- Washington Irving will offer flexible scheduling of parent meetings, workshops, school functions to maximize parent involvement and participation.
- Washington Irving will provide translations of written notifications and interpreters at parent conferences, parent meetings, and training sessions.
- Washington Irving will give assignments at least daily. Assignments will be an extension of what is learned in the classroom.
- Parents will be notified of school events in a timely, efficient manner.
- Training sessions/workshops on diverse topics and issues will be offered to parents and community members.
- The school building will be used to foster the growth and advancement of the community by being offered for parent training workshops, ESL classes, adult basic education classes, computer classes, etc., before during and after the regular school day.
- Washington Irving will convey instructional thrusts and initiatives to parents at school wide meetings and parent conferences.
- Washington Irving will inform parents of the individual achievement levels of students.

Student _____

Parent _____

Principal _____

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Washington Irving High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

Washington Irving High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- o Do my homework every day and ask for help when I need to.

- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS
Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

1. What student performance trends can you identify?

Our graduation rate went up 12% this year as compared to last year. Credit accumulation increased in the following subject areas: English/E.S.L. (2%), Technology (9%), Foreign Language (2%), and Social Studies (2%). Performance on Regents exams increased in English, Math, Social Studies Spanish, French and Science. We made A.Y.P. in 2009-2010 for all students but need to work on two subgroups: E.L.L. and Special Education students for the English Language Arts Regents. We made A.Y.P. for the following subgroups: black, low income, male, and female. We met all students category (A.Y.P.) on Mathematics Integrated Algebra Regents to meet A.M.O. for “L” cohort Class of 2010.

2. What have been the greatest accomplishments over the last couple of years?

Attendance increased by 3% and superintendent suspensions decreased by 56%. 220 students graduated in June 2010, while Learning Environment Survey results for parents, students, and teachers showed radical improvement in the culture of the school with massive increases. The school was rated proficient with many well developed qualities in the last Quality Review by D.O.E. in April 2010. Funding for various construction projects totaling \$4 million was approved for the following: new science lab, new basement gymnasium floors, four new elevators, and upgrades for the water tank.

3. What are the most significant aids or barriers to the school's continuous improvement?

We are working to increase language acquisition skills for English Language Learners, and to develop reading comprehension and writing skills for special needs students. Furthermore, we have introduced online diagnostics that are adaptive depending on individual response. This will differentiate instruction based on content, learning profile, interest and process. Software for language acquisition coupled with double blocks of literacy will help students develop language acquisition skills. This will help long term ELA results on Regents and Mathematics results on Integrated Algebra exam.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



In order to raise the achievement level of ELLs, Washington Irving High School offers ELLs a free-standing ESL program. Basic and Intermediate level students are heterogeneously grouped in a double period mixed-grade blocked class that is taught using the workshop model and meets daily for 1.5 hours. In addition to the double period, students at the Basic level take one period daily of the Wilson Reading Program. In this program, students learn and increase their English language skills through multisensory practice with words and letters at the grapho-phonemic and morphemic level. Students also practice comprehension and fluency at the syntactic and semantic levels. Students at the Advanced level take one period of ESL in which students learn advanced grammar and composition skills. They also take one period of grade-level English, which is literature based. After school credit recovery ESL and NLA-Spanish classes are also offered, three times per week for one hour per each of the three sessions.

Title III funds are used to supplement instruction. One targeted population for the use of these funds are SIFEs (Students with Interrupted Formal Education). Thirty-one SIFEs have been identified as currently enrolled at Washington Irving High School. They receive after school NLA Spanish and ESL classes. Students scheduled to take the ELA and Math Regents in January are being offered tutoring, also provided by Title III funds. Additional software, textbooks and instructional materials are purchased to support these supplemental activities.

The Math Department will utilize the following resources to raise the achievement level in math:

- **PM School**
- **Partnership with Con Edison for lunchtime tutoring**
- **Assistant Principals Supervision Julia Bingay-Lopez and Jeff Bozler, in charge of special education, Grade Team Leaders**
- **Ongoing department meetings and professional development workshops**
- **Title I grant**
- **Legacy Teacher funding, Part 154, Contract for Excellence**
- **Tax Levy Instruction Programs**
- **Contract for Excellence**
- **Mathematics Tutoring and Saturday Academy**
- **U.F.T. Teachers' Center coaches and Teachers' Center**

- **N.Y.S.T.L software and hardware, N.Y.S.T.L. equipment**

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Before- and after-school tutoring, credit recovery and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- Washington Irving High School has an International Baccalaureate Program and Advanced Placement courses to satisfy the desire for our students to excel. These programs provide an enriched curriculum.

- o Meet the educational needs of historically underserved populations.

- Tutoring in the five major content areas is available twice each week after school. In addition, credit recovery is available during the school year, during vacations, on Saturdays and during the summer.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of C.T.E. education programs are utilized on a school wide basis. In addition, the school has a program for students in temporary housing which incorporates tutoring and enrichment activities for the students and their friends.

- o Are consistent with and are designed to implement State and local improvement, if any.

- Tutoring, Saturday, after school, vacation and summer programs are designed to assist our students in meeting and exceeding state and local standards for content areas and for graduation requirements.

3. Instruction by highly qualified staff.

- Washington Irving High School has 100% highly qualified staff teaching in the content areas.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

-

- We will use our professional development funding for literacy training by Q-tel, Ramp-Up, Heart of Change (goal setting with students), and how to scaffold reading, writing, speaking and listening. In math, we are using funding to integrate technology to engage students with visualization and problem solving techniques. Teachers will learn how to incorporate online systems like APANGEA to increase math scores on state assessments. English and E.S.L. teachers will learn how to use Rosetta Stone, Achieve 3000, Aventa online learning systems, and Plato online learning systems to engage students on the web and via software.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Teachers in the major content areas are 100% highly qualified.

6. Strategies to increase parental involvement through means such as family literacy services.

Parent workshops are held regularly to enhance parental involvement and computer literacy in order to be able to follow and monitor their child's progress on ARIS and the school's on-line grading program.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers meet a minimum of three times per week in common planning time teams by course and in content data teams by subject as well as school wide data teams. Teachers meet to formulate common assessments and track assessment results, then analyze the results for continuous improvement. During the remaining two days per week, teachers work on data analysis, student and parent outreach, revision of curriculum maps, revision of I.E.P.s and meet with content wide and school wide collaborative teams.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Student assessments are analyzed on a timely basis and instruction is differentiated based upon data derived from assessment results. Students who need supplemental assistance, are assigned to after school tutoring and/or PLATO, Rosetta Stone, Achieve 3000 or other literacy based software to allow students to progress in their learning from where they are in their skill level.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school has an active program to assist students in temporary housing, mediation programs, C.T.E. programs, after school activities, tutoring, on-line learning, home based computer learning.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.

		Yes	No	N/A		Check(x)	Page#(s)
Schoolwide Programs	Title I, Part A	Yes			\$1,022,213	X	Goals 1, 2, 3, 4 and 5
	Title II, Part A			N/A			
	Title III, Part A		No				
	Title IV			N/A			
	IDEA	No					

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.



Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

c. Minimize removing children from the regular classroom during regular school hours;

Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

4. Coordinate with and support the regular educational program;

Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

5. Provide instruction by highly qualified teachers;

Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

7. Provide strategies to increase parental involvement; and

Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

8. Coordinate and integrate Federal, State and local services and programs.

Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Confernces (Every Weekday) via Small Learning Community teams

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

Restructuring (Advanced) -

NCLB / SED STATUS: Comprehensive

SURR PHASE / GROUP (IF APPLICABLE):

17

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section. We were identified for not meeting cut off of 131 by two points in math which we accomplished in 2009-2010 school year's A.M.O. We also identified ten years ago for English Language Arts and have now made A.Y.P. for English in all students.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school. Low Persistent Achieving School (Comprehensive Restructuring)

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 We will use our professional development funding for literacy training by Q-tel, Ramp-Up, Heart of Change (goal setting with students), and how to scaffold reading, writing, speaking and listening. In math, we are using funding to integrate technology to engage students with visualization and problem solving techniques. Teachers will learn how to incorporate online systems like APANGEA to increase math scores on state assessments. English and E.S.L. teachers will learn how to use Rosetta Stone, Achieve 3000, Aventa online learning systems, and Plato online learning systems to engage students on the web and via software.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 Assistant Principals and coaches will assist in building and monitoring the capacity building of teachers in English and Math to increase A.Y.P attainment and increase credit accumulation. New teachers will have a teacher mentor for entire year and until they finish probation in three years.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.



Conference, Workshops, Phone and via Letters Home

Phonemaster system will call parents to assess them of N.C.L.B. requirements and status of school.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification:

HS Math

SURR Group/Phase: 17

Year of Identification: 2010

Deadline Year: 2012

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Date of Review or Monitoring Visit Name of agency and of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plan to take, to address review team recommendation
New York State Education Department Registration Review March 8-10,	<p><input type="checkbox"/> Math: Emphasize process through open ended questions to develop students' critical thinking skills. Professional Development: 1. Technology - Utilize teacher expertise within the school to turnkey technology to the rest of the teaching staff. 2. ELL - Train staff in ELL, literacy and special education techniques. 3. ELL - Strengthen the knowledge of the teaching staff in ELL techniques and strengthen the ELL teaching staff in content area knowledge through turnkey professional development within the building. 4. Train teaching staff in accessing and reading IEPs. 5. Utilize intervisitation in the content areas, particularly Math. 6. Continue teacher training in Assessment for Learning and differentiated instruction. ELL: 1. Monitor the number of ELL students in content area classes. 2. Give additional instructional support to students in the content area classes, such as differentiated instructional materials and push in ELL teachers and bilingual paras. 3. Continue to utilize software and computer labs to differentiate instruction for ELLs. Technology: 1. Increase the use of technology in classrooms throughout the building. 2. Fully utilize laptop carts in the classrooms. Guidance: 1. Standardize the student learning folders across the Small Learning Communities .A. The School Mission Statement and Goals Findings: • The school now has a clear vision, goals, and expectations for students, staff and administrators. The vision and mission statements are posted prominently throughout the school. Students, staff and parents understand and can articulate the school's goals and are supportive of them. • Student routines are well specified, posted prominently, and reinforced by staff. • There is widespread support for the school's goals, with such an ambitious reform strategy. However, a small number of staff expressed a need for staff development targeted to better prepare them to achieve the school goals. Recommendation: • Monitor individual staffs comfort level and ability to implement the plan that has been developed to achieve the goals established by the school. Provide differentiated supervisory interventions in response to individual needs. B. Administrative Leadership and Organization Findings: • The principal has a vision for the school, clear expectations for the staff and has implemented strategies to achieve the vision. The majority of the staff and the United Federation of Teachers (UFT) chapter leadership are supportive of the new structure. 4 • The school is organized in six distinct SLC, each led by a House Coordinator with the assistance of a counselor, a dean, and a family paraprofessional. Subject area departments across all the SLC share locations and work closely together. • By NYC Department of Education (DOE) policy, the school's enrollment is being reduced annually with a targeted final size in several years of about 1,000. The steady reductions are</p>	<p><input type="checkbox"/> Math: Math teachers receive professional development from Heart of Change teaching higher level thinking skills. Professional Development: 1. Technology - Workshops for teachers by colleagues were conducted in Smartboard techniques, technology grant sponsored training in use of blogging the content areas. 2. ELL - Joint meetings content area sta are conducted</p>

straining the viability of maintaining as many as six SLC. Recommendation:• Reduce the number of SLC from six to five.

Guidance Findings:• Students' accumulation of credits and graduation requirements is tracked by their SLC guidance counselor. Students indicated that they are appreciative of this tracking, which did not exist prior to the current administration.• The Assistant Principal for Pupil Personnel Services (PPS) and her office provides supervision and information used in decision-making.• The attendance staff employs a comprehensive intervention process in pursuing absentee and truant students.• This year, due to cutbacks that reduced the number of guidance counselors from eleven to seven, the SLC guidance counselors have been given the additional responsibility of providing mandated counseling services to special education students.• The contents of student folders vary from counselor to counselor.• The SLC guidance counselors have little involvement in the college application process or workforce transition. The current guidance structure restricts college and career considerations to the last three semesters, and discourages counselors who start working with students in the freshman year from engaging them in developing their post-high school plans,• The College Office Guidance Counselor is responsible for the college application process for all senior college applications, which includes PSAT and SAT testing, the College Fair hosted by Washington Irving HS, and the Senior Award ceremony. The College Guidance Counselor provides students with counseling services at the end of their junior year.• Student attendance is 75.8 percent for the current school year. While there is an active, comprehensive intervention effort in place, attendance has not improved. The nature of the problem is difficult to assess, given the significant changes in the size and make-up of the student body as the NYC DOE reorganizes the building and decreases the Washington Irving HS student population.

Recommendations:• Obtain additional guidance counselors to ensure the provision of appropriate and timely mandated special education counseling.• Standardize student folders to include all pertinent information.5• Restructure the SLC guidance counselors' roles and responsibilities, by providing them with a more active role in the college application process and transition to work services.• Identify and utilize software designed to classify individual student interest and career exploration. This resource should be utilized beginning in the 9th grade, or as students enter the program/school.• Analyze attendance patterns carefully- to target attendance improvement strategies for students most at risk. Human Resources Findings:• Interviews indicated a positive, improving collaboration between the administration and the UFT chapter leadership.• Teacher evaluations examined were up-to-date and had appropriate content.• Staff accountability was clear, explicit, demanding, and perceived positively by most staff interviewed.• A review of the BEDS information on teacher certification indicates that the majority of the staff is teaching courses in their area of certification. There are a small number of teachers who are teaching two or more periods out of their certification area. This lack of certification is most evident among the ESL teaching staff and the subject area teachers assigned to self-contained special education courses in their subject.• Administration efforts to place content area teachers who speak Spanish in general education classes that have ELL students have been successful in only some content areas.• The SURR Review Team observed areas where professional development and support for teachers was being provided and other areas where it was insufficient. Recommendations:• Ensure that, whenever possible, teachers are teaching in their appropriate certification areas.• Provide targeted support to teachers who are teaching outside of their certification areas to enable them to provide appropriate, effective instruction to students.• Provide targeted support to general education teachers teaching ELL and special education students.• Prioritize the hiring of highly effective, certified math teachers who are fluent in Spanish. Obtain support for such staffing from the NYC DOE Division of Human Resources. C. Instructional Resources Textbooks, Supplies and Materials Findings:• New textbooks are in use. Substantial supplies and materials were evident in classrooms.• English classrooms are well stocked with the literature that the class is reading.6• Students have a "tool box" in which they keep their notebooks, learning logs, reading

during common planning time on ELL, literacy and special education techniques. During 2010-2011 the school schedule be amended to include monthly professional development workshops in a variety of topics including ELL, literacy, special education, differentiated instruction and Assessment for Learning.3. EL Joint meetings content area staff are conducted during common planning time on ELL, literacy and special education techniques. During 2010-2011 the school schedule be amended to include monthly professional development workshops in a variety of topics including ELL, literacy, special education,

response journals and similar materials. While there is ample evidence of some new textbooks and instructional supplies, a comprehensive plan to replace textbooks and materials was not evident, and there are some areas, such as special education and ESL, which need additional attention. Recommendation: Develop and implement a long range textbook and materials replacement plan. Over a five-year cycle, each major content area should be updated, one content area per year, with instructional-materials for special education and ESL classes updated and expanded first. Equipment Technology Findings: The team observed a high level commitment to integrate technology in support of instruction, such as: three computer labs and five mobile labs, wireless access that is available throughout the school, SMART Boards and LCD projectors in classrooms. Instructional software is widely used (e.g., Achieve 3000, Plato, Scantron, Rosetta Stone); a web design studio and a robotics lab, provided by Consolidated Edison, are in use; a new science lab is under construction; and a computer technician is on-site to address technical support issues. A technology committee is in place and meets once a week to plan professional development training activities, work on short-term projects (e.g., Google Docs), develop action plans and process requests for software purchases. However, only three departments are represented on the committee. Training support is available to teachers, but interviews with teachers suggest that more training is wanted and needed. ESL classes have some, but not enough, classroom computers. ESL classrooms also lack sufficient SMART Boards and related training to support optimum instruction. The Math Department lacks some technology applications that could further enhance instruction. Recommendations: Expand the membership of the Technology Committee to include representation from more content areas, as well as ESL and special education. Conduct an annual needs assessment survey to identify the technology training needs of teachers. Continue to support new technology purchases, the maintenance of equipment, and upgrades for software, as needed. Purchase additional SMART Boards for all teachers who are willing to learn to use this teaching tool, as funds become available. Purchase SmartView for mathematics instruction, using graphing calculators. Consider the use of the National Library for Virtual Manipulatives (NLVM) and standards-based technology applications, such as RM Math Framework Edition, both of which can be used with SMART Boards. These can support the development of conceptual understanding and problem-solving.7 School Library Media Center (LMC) Findings: The LMC has well developed technology resources, including classroom and home access to on-line resources for students. The LMC is staffed by two experienced and certified library media specialists, and has an open access policy, remaining open before and during the school day. The collection contains over 16,800 books, over 500 videos and a small professional collection, and is supported by the Mandarin Library Automation System, as well as online databases and other resources. Teachers and students have access to Discovery Streaming Video to support curriculum and instruction in all content areas. Internet access is available for students engaged in research. Collaborative planning was evident between the library media specialists and subject area teachers on research projects in a number of content areas. The library media specialists were actively engaged in assisting students and advising teachers during periods of observation. The use of technology in the LMC is significant and effective. However, there are areas in which it can be expanded. There is evidence of collaborative planning between the library media specialists and some content area teachers on research projects. The library was clean and orderly, but lacked attractive, motivating displays. Currently, the library facility is also a pass through for students and staff. This situation creates a potential distraction to the classes using the LMC. Recommendations: Expand the present LMC collection. Purchase books; e-books, audio books, other non-print and online resources that support curriculum, instruction and student enrichment. Provide students and teachers with access to additional online resources that are available through the NYS Library System. Provide access to the library catalog system for every classroom and for teachers and students from home or from remote sites. Expand collaborative efforts between teachers and library media

differentiated instruction and Assessment for Learning.4. The Assistant Principal Supervision for Special Education conducts workshops on how to access and interpret student IEPs in the classroom.5. A regular schedule of intervisitations in content areas are planned for 2011.6. The staff will be visiting the classrooms (intervisitations) the Assessment for Learning coordinators in 2010-2011. Workshops for differentiated instruction were conducted during 2009-2010 and more are planned for monthly workshops in 2011.ELL:1. The school is carefully monitoring the number of ELL students in class and is scheduling an increased

specialists to plan and implement inquiry-based projects and research opportunities that will foster the development of students' 21st century information literacy and research skills, in all content areas. • Set up a display area in the LMC to celebrate special events and to recognize unique student displays. • Investigate solutions to reduce any possible distractions caused by people using the library as a pass through. • Consider expanding the open access policy for the LMC to include after-school hours.

D. School Climate Findings: 8 • The overall school climate is positive and hopeful. Teachers seem to appreciate the changes that have taken place over the past two years. • The staff is supportive, knowledgeable and articulate about the recent changes and the school leadership. Staff attendance has improved through March 1, 2010, in comparison to the same time period in the 2008-2009 school year. • A comprehensive system of accountability for staff members is in place. • A pervasive culture of hard work and high expectations are clearly evident throughout the school. • Hallway bulletin boards are assigned to individual staff members. Most bulletin boards attractively display student work that is current, graded, and reflective of substantive teacher feedback. The students who escorted the Review Team on a tour of the school were accommodating and displayed a genuine sense of pride in the school. In general, students seemed pleased about the changes to their school.

Recommendation: • Continue the school's efforts to maintain a positive school climate.

E. Curriculum Instruction Assessment General Findings: • Some examples of high quality instructional practices were observed, including the following: Expectations regarding student performance were consistent and clearly communicated to students.

- o Curriculum maps, which exist for all content areas and subject-related NYS Learning Standards, are posted on walls. In many classrooms, essential questions for the unit are also posted.
- o A well implemented instructional strategy is the common planning time, which is focused on improving teaching and learning, and is scheduled daily for all teachers. It is supervised and supported, and has daily agendas and expected products. Performance data is analyzed and drives instructional modifications. Best practices are shared.
- o There is a consistent instructional structure in all classrooms with Specific, Measurable, Attainable, Realistic and Time-bound goals for all students, a common learning vocabulary, student learning "toolboxes," and high expectations of all students, with word walls visible in classrooms.
- o Student work, which was displayed in all instructional areas, was current and frequently included thoughtful teacher feedback.

• Inquiry, data analysis and technology teams are active and productive.

Professional Development Findings: • Classroom teacher observation documents that were reviewed provided appropriate feedback on individual teachers' lesson plans. Common language and expectations that are aligned with the school's CEP and goals are evident in the 2009-2010 observations in the teachers' personnel files. • Most professional development is provided internally by colleagues, including the professional development for ESL teachers. • Data Inquiry Teams are active. Teachers use data to inform instruction. In addition to NYS tests, student work is analyzed to determine what areas need to be addressed. • Common planning time is utilized to promote collaboration and consistency between teachers and to facilitate staff development. Best practices are shared during common planning time. • Staff development is provided for specific topics (e.g., Assessment for Learning, ESL instruction, technology). • Inter-visitations are used as a staff development strategy to examine instructional practice. • Not all staff are assimilating to the change process at the same rate and level of comprehension. • ESL teachers are somewhat isolated from outside professional development opportunities. • There is a lack of training for content area teachers in working effectively with ELL and special education students in their classrooms. Similarly, some ESL and special education teachers lack proficiency in the content areas.

Recommendations: • Use a variety of strategies to check for understanding and pacing to help assess the readiness levels and comprehension of the staff, as new efforts and initiatives are explained. • Develop and share a list of the various professional development activities that are ongoing in the school to help all staff understand the full context and scope of the professional development efforts that are occurring in the school. • Encourage ESL teachers.

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to attend and interact professionally with outside professional organizations (e.g., NYS Association for Bilingual/ESL Education) and, if offered in the 2010-2011 school year, participate in NYS/DOE sponsored Reading, Mathematics, Science, ESL and Special Leadership Institutes to enhance the teaching and learning of ELL students.

- Provide additional staff development to content area teachers on how to work effectively with ELL and special education students.
- Provide ESL and special education teachers with staff development in specific content areas, as needed.

Mathematics Findings:

- Math department members:
 - o Created curriculum maps aligned with the NYS Learning Standard (MST 3) and Performance Indicators for Mathematics for the Regents and bridge courses.
 - o Created a flow chart of the sequence of courses with explicit information about student placement.
 - o Used student performance data to create Specific, Measurable, Attainable, Realistic and Time-bound Goals Packets for student support. The packets are aligned with NYS Performance Indicators.
 - o Scheduled inter-visitations on a frequent basis.
 - o Use common planning time to develop assessments and instructional materials, and to enhance their professional growth.
 - o Offer tutoring sessions before and after school.
- Classroom instruction:
 - o Aims, Do Now, homework assignments, and daily agendas are posted.
 - o Classrooms have SMART Boards and software.
 - o Computers and calculators are available for students and teachers.
 - o Textbooks and Kaplan Coach review materials were evident.
 - o Student work and assessments are posted in hallways and classrooms.
 - o Teacher-made materials are posted in classrooms.
 - o Some paraprofessionals assist the ELL and SWD.
 - o Collaborative classes showed both teachers involved in instruction and supporting students.
 - o Collaboration among department members was evident.
 - o Lead teachers actively support other teachers.
 - o Most teachers are knowledgeable in mathematics content.
 - o Direct instruction was evident in some classes.
- Assessments:
 - o Common assessments are used for mid-terms and finals in Regents courses.
 - o Acuity is used for periodic assessments.
 - o Differentiated formative assessments were evident in some classes.
 - o The math department works in conjunction with special educators.
 - o Planning meetings involve special educators sharing strategies to reach their special needs students who have been mainstreamed, Math teachers provide special educators with content knowledge.
 - o Special education and math teachers collaborate on developing lessons that incorporate special education instructional techniques.
- Student Engagement:
 - o Group work and peer assistance were evident.
 - o Instruction that is designed to develop conceptual understanding is limited.
 - o No strong evidence was observed that students are highly motivated to engage in their work.
 - o Lessons frequently lacked concrete models, as well as varying instructional models.
 - o Checking for student understanding was infrequent.
 - o There appeared to be insufficient support for special education students preparing for the Regents Competency Test (RCT) examination. RCT math preparation for special education students is conducted by the special educators in the resource room classes or self-contained classes.

Recommendations:

- Increase the frequency of writing reflections on the topics learned.
- Encourage students to explain verbally and/or in writing, the processes used.
- Provide a safe environment that encourages students to learn through reflection and analysis of their errors in the classroom.
- Clarify and reinforce student closure at the conclusion of daily lessons.
- Connect math concepts to students' experiences and use real world examples.
- Study and incorporate different instructional models into teaching.
- Use appropriate, concrete models more frequently.
- Administer formative assessments more frequently.
- Offer additional RCT prep classes to special education students to help increase their success rate.
- Encourage collaboration between math teachers and special education teachers to prepare students for the RCT examination.
- Implement short daily checks for understanding, in every class.
- Provide professional development to help teachers design and present more interesting lessons that actively engage the students. These lessons should include the use of well-designed, standards-based technology applications and other resources, as applicable.
- Encourage teachers' reflection and assessment of daily lessons.

English Findings:

- Students have Specific, Measurable, Attainable, Realistic and Time-bound goals.
- Teachers and

differentiate instruction in literacy skills and content areas. Technology Smartboards installed throughout the building and more are planned for 2010-2011. The schedule of laptop cart usage will be created for 2010-2011. Usage of laptop carts will be monitored and reviewed for effective techniques which can be shared with the entire teaching staff. Guidance: The Guidance Department will review and revise student learning folders for uniformity in 2010-2011.

students express high expectations for student performance.. • Classes use a consistent structure.(e.g. aim, do now, agenda, homework assignment).• Students have a tool box in each of their classes to keep their notebook, learning logs and reading response journals. • Teachers used a variety of strategies to teach the lessons, such as whole group instruction, pair-share, and small groupings. Teachers monitored students' progression their independent reading and homework assignments. • Individual help and case conferencing were provided to students who were having difficulty during class. This assistance was provided while the rest of the class was involved in group work. . • There are double periods in English for ninth and tenth graders. • Literature discussions observed often focused on higher order thinking skills. • While there is substantial collaboration between English and special education teachers, each group, in general, is insufficiently trained in the pedagogy and content of the other. The same problem exists, to a lesser degree, between English and ESL teachers.

Recommendations:• Provide additional staff development to English teachers on how to work effectively with ELL and special education students. • Provide ESL and special education teachers with staff development in ELA.Science12Findings:• Students worked productively and purposefully in most classrooms. • Work in science classes was generally rigorous and relevant. However, some high performing students complained about the lack of enough challenging/advanced courses. • Aims were consistently displayed on boards to prepare students. • "Do Now" was displayed as the first task, while other "housekeeping" activities were conducted. . • Resources (both print and material) were provided to students, as needed. • Assignments in science review classes ("repeater classes") were engaging and challenging. • SMART Boards were used in about one-third of the science classes observed. • Innovative techniques were evident in several science classes, e.g., virtual dissections. • In many classes, students were directed to establish learning targets and goals for their work. • . Student work was organized into individual folders. • Opportunities exist for advanced work in science through the International Baccalaureate Program. • Some out of certification teaching (subject "swaps") was noted, but reasonable explanations for these changes were offered. • Teachers use dynamic curriculum maps, which are updated periodically, to guide and encode instruction. • Differentiated instruction was evident-in several classrooms .i Special education teachers help to familiarize regular education teachers with students' Individual Education Programs (IEP) and relevant strategies. • Students have credit recovery classes, participate in the use of PLATO Learning Systems for Science, and receive informal academic assistance. • Attendance was poor in some science classes, particularly during the first period. • Some ELL students struggled to understand class material. Recommendations:• Analyze class absence patterns and provide incentives to get students to class on time. • Provide additional in-classroom supports for ELL students, including a "push-in" .system of assistance. • Offer additional advanced courses, such as honors or Advanced Placement sections in science, to students that qualify. Consider joint offerings with the other schools in the building, if enrollment is insufficient.

Social Studies Findings:• Social studies teachers use curriculum maps to support classroom instruction. • Materials, books, resources and other support materials are readily available across the grade levels. • Students are given diagnostic tests. Teacher observations are incorporated with test results into the instructional plan.13• Social studies teachers utilize AccuScan for item analysis. Results are reviewed with the students. • Common planning time is utilized to provide professional skills development for teachers. • Word walls are utilized to build literacy in social studies. • Maps are presently shared through email. However, in the near future, maps will beshared using Google Docs. • The goal of the department to increase results Onthe Regents examinations wasclearly articulated by the social studies teachers. • The Assessment for Learning Program (AFL) is valued by the social studies teachersas a program for professional development. • Social.studies teachers insufficiently utilize much ofthe content area material available through the library. • Recommendation:• Provide professional development to social studies teachers on incorporating the online resources ofthe high school library, as well as social studies online resourcesfrom the Internet to

support teaching and learning. E. Curriculum Instruction Assessment (Special Education, ESL/Bilingual) Special Education Findings:

- Diagnostic tests are used periodically throughout courses to assess student readiness.
- The Wilson Program is used to support special education students.
- IEPs are generally stored in the office of the Assistant Principal for Special Education and are emailed to teachers who work with those students.
- Basic collaborative team teaching (CTT) models are being used (i.e., one teach, one observe; one teach, one assist).
- Some content area teachers felt ill-equipped to deal with the needs of special education students who do not have special education staff available to them in the general education program.
- Some content area teachers report that they have received IEPs, but haven't read them due to time constraints.
- The IEP Coordinator is also the Wilson teacher, which reduces the amount often dedicated to IEP coordination.
- One student's IEP indicated bilingual services as a program. Since the school no longer offers a regular bilingual program, the service is being provided by a one-to-one paraprofessional.
- While all of the special education teachers are designated as highly qualified on the BEDS Summary Report, some of the teachers have limited content area background in the area they are teaching.
- Some self-contained classrooms appear to lack the rigor necessary to prepare students for Regents exams.

14- There was no indication that collaborative models other than the basic one were being utilized.- There were conflicting reports about whether students are being provided with access to calculators as an RCT test accommodation on their IEPs. If they are not using calculators, this will significantly impair their performance on the RCT examinations.- Mandated counseling services are being provided only in a group setting by the guidance counselors in the building.

Recommendations:- Provide all teachers with training in strategies for effectively instructing students who display learning difficulties.- Create a CTT model to allow ESL teachers to work directly with content-area teachers and integrate the ELL students in these classrooms.- Use common planning time to review IEPs for students in the collaborative classes and to discuss ways to implement them.- Assign administrative clerical support to the Assistant Principal for Special Education to handle the IEP coordination, since it has a large clerical component (e.g., ensuring adherence to the progress reporting schedule, creating a schedule for annual reviews, etc.). This assistance will free up time for the Wilson teacher to provide more direct reading instruction.- Review all IEP mandated services for special education students, including bilingual and ELL who are SWD, to ensure compliance with C.R. Part 200, as well as C.R. Part 154. (See <http://www.vesid.nysed.gov/specialed/lawsregs/part200.html>! <http://www.emsc.nysed.gov/biling/bilinged/NEWCRPT.154.html> and <http://www.emsc.nysed.gov/biling/bilinged/documents/IPART154RegAmendment82007Final.pdf>)- Provide additional content area professional development for special education teachers.- Explore additional collaborative approaches (e.g., station teaching, parallel teaching to run smaller, differentiated groups) to support the level of differentiation needed.- Clarify the disagreement over whether special education students are using calculators on the RCT. To the degree that they are not, add the use of calculators to the students' IEPs to enable them to use this equipment during ReT administration.- Utilize dedicated staff to provide counseling on a more individualized basis, following IEP guidelines.

English Language Learners (ELL): Findings:- Two levels of curricular and technology support for ELL students were evident: (1) The Wilson Program and the Rosetta Stone Program support beginners; and (2) Achieve 3000 is used for the intermediate level students.- All ESL teachers follow the same prescribed curriculum map; the Specific, Measurable, Attainable, Realistic and Time-bound goals are clear to all ELL, so that students can conduct a self-evaluation of their mastery of the materials.

15• Washington Irving HS has 9-10 student teachers from a partnership with New York University. Student teachers work every day with their assigned ESL and ELA teachers. • ESL teachers are provided with a range of in-house professional development opportunities. However, off-site professional development activities are rarely made available to these teachers. • ESL teacher schedules include common planning time. Teachers meet daily and share their best practices and strategies to improve the teaching of

ELL. The Review Team observed that student teachers were encouraged to attend the meetings. However, paraprofessionals, who are assigned to work with ELL who are SWD, do not have this opportunity. • There is not an adequate level of technology, in particular SMART Boards, in ESL classrooms observed to ensure its integration in support of curriculum and instruction. • Most of the ESL teachers have not received sufficient training in the use of computers or SMART Boards. The computers in classrooms are generally underutilized. • Some algebra classes have a significant number of Level I and Level 2 ELL students who do not appear to be receiving adequate additional support. Recommendations: • Develop a plan for the implementation of instructional technology that includes the training of ESL teachers in the use of SMART Boards and computers to support and enhance ESL classroom instruction. • Contact appropriate networks, e.g., the Bilingual Education Technical Assistance Center (BETAC) and/or the NYC DOE Chief Achievement Office for Students with Disabilities and English Language Learners, to provide additional training to supervisors and staff to help improve ESL bilingual programming and instruction. Provide detailed information about State and federal program requirements, such as NYSED C.R. Part 154, in this training. (See <http://www.emsc.nysed.gov/bilingibilinged/NEWCRPT.154.html> and <http://www.emsc.nysed.gov/biling/bilinged/documents/iPART154RegAmendment82007Final.pdf>) • Encourage paraprofessionals who serve ELL's to participate in common planning time with teachers to take advantage of this in-house professional development opportunity. • Encourage ESL teachers to attend activities sponsored by, and interact with, outside professional organizations (e.g., NY's Association of Bilingual ESL Education) and, if offered in the 2010-2011 school year, participate in NYS/NYC DOE sponsored Reading, Mathematics, Science, ESL and Special Leadership Institutes. • Recruit student teachers and/or interns, who are math majors and proficient in Spanish. • Recruit a push-in ESL teacher with a math background. • Evaluate and modify training in the use of Wilson, Achieve 3000, and Rosetta Stone to achieve maximum effectiveness. • Target resources to create extra sections of math to reduce class size and to limit the number of ELL students in anyone section, especially in Integrated Algebra (Algebra 9). 16F. Student Behavior and Discipline/Safety and Security Findings: • The principal and his staff set high expectations for student behavior. Rules are enforced; routines are clear and followed. The environment is orderly and peaceful. • Students were orderly and well behaved. No significant negative behavior was observed. • Student attitudes were positive. Students frequently communicated a desire to be in the school and indicated that they often stay until late in the afternoon. • Students and staff were respectful, positive and polite in their interactions with one another. • Students are aware of the discipline code. The system of consequences is balanced with positive guidance interventions. • Hallways are clean and well-maintained. Security procedures are followed by students and faculty. Security personnel create a positive environment. • Discipline in hallways was reasonably effective. The principal was visible and reminded students of behavior and dress standards. • An effective and detailed security system for entrance into the school was evident. The system had the added capability of alerting the security personnel of matters such as a student's birthday, the need to see a guidance counselor, a health form that was due, etc. This alert system was an outstanding use of technology. • Students passed through the metal detector in an orderly fashion. No jostling or pushing was observed. • Students were observed being helpful to one another. They displayed concern and compassion for their classmates. • Students are rewarded publicly for achievement. A sense of pride is apparent in the school. • Classes were orderly with few behavior management issues. Any discipline issues were handled expeditiously. • Routines and class expectations were clearly established. • The ban on headgear is not consistently enforced. Recommendation: • Consider a modification of the rule and/or the way that the ban on headgear is enforced to avoid the potential negative consequences of inconsistent enforcement. G. Parent/Community Involvement Findings: • There is a clear feeling of school spirit and community among both parents and students. • The Parent Association leadership understands, articulates and supports the

goals of the school and is appreciative of the communications disseminated by the administration. 17• Parents interviewed were supportive of the principal and the direction in which the school is proceeding. • Parent leaders indicated that parent involvement has increased since the current principal has been assigned to the school. • Parents participate on the School Leadership Team (SLT). • The principal consults with parents on Title I issues. The school now has an active Title I committee. • The school has a designated space for parents to meet. • In addition to the school's "Phone Master," the parent coordinator provides outreach to parents on a daily basis with personal phone calls, to keep them informed if their child is late or absent. • The parent coordinator sends out monthly mailings in English and Spanish to parents informing them of workshops and school activities. • The school has strong community involvement as evidenced by their collaborations with the Community Achievement Project in the Schools (CAPS), Young Men's Christian Association (YMCA), Union Square Business Partnerships, Educational Network of Artists and Creative Theaters (ENACT), and the Institute for Family Health. These partnerships provide additional resources such as mentoring, counseling, summer job placements, character and leadership building, tutoring and parent workshops. • Parents expressed some concern that their involvement is on a level that is more informative than engaging and is not fully embedded into the culture of the school. The fact that most parents live outside the borough of Manhattan exacerbates this problem. • Parents expressed their concerns about having additional schools placed in their building, especially because standards for safety and respect in the new schools may not be consistent with current practices. Recommendations: • Develop more strategies to incorporate family engagement into the culture of the school. • Encourage parents to work with the parent coordinator to develop their own parent contact list and to engage in their own outreach to parents via the Phone Master. • Support and engage parents in their children's college and career discussions at every grade level by having the SLC coordinator and guidance counselors collaborate with the college counselor. • Encourage joint training for parents and teachers to strengthen the home-school relationship. • Inform parents of the policies and procedures in place to maintain safety and order among the different schools in the building. • Subscribe to a license for SnapGrades.com to inform parents of students' progress and attendance. H. School Building Environment 18 Findings: • The building, including its hallways and classrooms, are clean and well-maintained. The auditorium and cafeteria are clean and in good condition. Classroom furniture is in acceptable condition. • There are distinctive architectural features of the school including a majestic entrance, attractive murals, and a central two-story entrance area. These features are well preserved and highlighted. • Students funded an information bulletin board that enhances the entryway. • Bulletin boards attractively display student work that is current, graded, and contains substantive teacher feedback. • Stairways and stairwells are occasionally littered during mid-day (lunch) periods. The fact that the building houses three independent schools may add to this problem. Recommendation: • Conduct a periodic mid-day sweep of the stairways and stairwells to resolve the litter problem. IV. LEA Support for the School Findings: • The principal appears to have been given considerable autonomy and encouragement to implement his transformation initiatives. In addition, there is evidence of a variety of new resources available to support these initiatives, although looming budget cuts will probably reduce those resources. • The constant shifting of students and creation of new "schools" make it difficult for Washington Irving HS to plan for a predictable reduction in population and implement stable, long range plans for programs and support structures. Recommendations: • The NYC DOE should complete the implementation of its organizational changes in Washington Irving HS as soon as possible. • Additional flexibility in hiring decisions would enhance the school's ability to address its most pressing needs. V. Conclusion Washington Irving HS is, at this point in time, a school that is moving toward success. Optimism, dedication and a sense of hope-filled energy are pervasive in the building. Many staff and students believe that this positive environment "comes from the top." The staff has an almost universal sense that they are "moving

	<p>ahead. The Review Team believes that Washington Irving HS has begun to improve student academic performance, has the strategies and resources in place to continue that improvement, and is capable of implementing the recommendations, herein, that may further enhance the school's performance. The following are highlights of major recommendations in this SURR report, including some recommendations that also address the school's identification as a Persistently Lowest Achieving school:</p> <ul style="list-style-type: none"> • Assign guidance counselors a more active role in supporting students from their freshman year through the college application process and/or transition-to-work. • Devise and target attendance improvement strategies for all students most at risk. • Utilize concrete models to support students' conceptual understanding of mathematics. • Offer additional mathematics RCT prep classes to special education students to increase passing rates on this examination. • Provide staff development to all content area teachers, including mathematics and English teachers, in methodologies and strategies for special education and ESL. • Provide staff development in mathematics and ELA content to special education and ESL teachers. • Recruit qualified mathematics and English teachers who are proficient in Spanish. • Obtain technical assistance from BETAC and the NYC DOE Chief Achievement Office for Students with Disabilities and English Language Learners to ensure that the school's programming and instruction in special education and bilingual/ESL are in full compliance with C.R. Part 200 and C.R. Part 154. • Ensure that curricula, instruction and classroom assessments for mathematics and ELA are aligned with the NYS Learning Standards and provide complete coverage of all tested Performance Indicators for all student subgroups. • Administrators, teachers, and guidance counselors should work together to devise strategies to significantly improve all students' Regents JRCT passing rates and graduation rates, especially SWD, ELL, and Hispanic students. The administration and faculty members of Washington Irving HS should carefully review and prioritize these recommendations and use them to plan, revise and implement their School Improvement Plan CEP for 2010-2011 and to improve student achievement. 	
<p>New York State Education Department Registration Division View March 8 - 10, Reason Identified: High School Math</p>		

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

<hr size=2 width="100%" noshade color=black align=center>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are currently 30 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

The school provides the STH students with a certified Social Worker, School Psychologist and Guidance Counselors who counsel students who are emotionally distressed, for academic services and toward government services which they may need due to their circumstances. The school also has the assistance of Community Based Organizations which provide support through activities and counseling.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Washington Irving High School					
District:	2	DBN:	02M460	School		310200011460

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		70.7	73.8	76.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	654	341	355				
Grade 10	515	407	348				
Grade 11	326	433	296				
Grade 12	181	294	230				
Ungraded	0	3	1				
Total	1676	1478	1230				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.9	92.9	94.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	74.0	68.8	65.8

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	25	89	41

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	111	50	27

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	134	96	92	Principal Suspensions	94	238	110
# in Collaborative Team Teaching (CTT) Classes	36	45	45	Superintendent Suspensions	102	63	41
Number all others	85	76	68				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	179	159
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	143	111	96
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	53	41	31
# receiving ESL services only	340	312	TBD	Number of Educational Paraprofessionals	3	3	7
# ELLs with IEPs	24	43	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	256	152	177	% fully licensed & permanently assigned to this school	100.0	99.1	98.9
				% more than 2 years teaching in this school	71.8	85.1	86.5
				% more than 5 years teaching anywhere	63.1	72.8	86.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	93.0	93.8
American Indian or Alaska Native	0.4	0.4	0.3	% core classes taught by "highly qualified" teachers	88.3	96.0	92.6
Black or African American	31.6	31.1	32.8				
Hispanic or Latino	61.8	61.0	59.9				
Asian or Native Hawaiian/Other Pacific	3.9	5.0	4.8				
White	1.7	2.3	2.1				
Male	46.0	45.6	46.3				
Female	54.0	54.4	53.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)	Yes	If yes,					HS
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) – Year					
Corrective Action (CA) – Year					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					v

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	X	48
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	X	
Student groups making				0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	51.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	7.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	32.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Conelli	District 02	School Number 460	School Name Washington Irving HS
Principal Bernardo Ascona		Assistant Principal Rajeev Bector	
Coach Kenneth Klein		Coach Stephanie Iannuzzi	
Teacher/Subject Area Andrew Dinan		Guidance Counselor Yolanda Bagley	
Teacher/Subject Area Leela Ramotar		Parent Aracelis Aragon	
Teacher/Subject Area Milene Ponce		Parent Coordinator Harlington Ariza	
Related Service Provider Simon Kopelinsky		Other	
Network Leader Maria Cristina Jimenez		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	1282	Total Number of ELLs	272	ELLs as Share of Total Student Population (%)	21.22%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

1. The A.P., P.P.S. (Guidance) and guidance counselors review the NYSESLAT information for list notice students entering Washington Irving High School from their intermediate schools. For over-the-counter students referred to Washington Irving High School by the Office of High School Placement, or when no data is available for students, English Language Learners are identified using the New York State Limited English Proficient (LEP) Identification Process. The Home Language Identification Survey is administered to families by a pedagogue, such as the ESL Coordinator, Mr. Klein. Bilingual para-professionals, aides and the Parent Coordinator translate information for non-English speaking parents. If the student's home language is other than English, an informal interview is conducted in the student's native language and in English by a licensed pedagogue, generally the ESL Coordinator. If the student speaks a language other than English or speaks little or no English, the student is administered the LAB-R assessment within 10 school days by a licensed ESL teacher or by the ESL Coordinator. If the student's scores at the Beginning, Intermediate or Advanced Level the student is identified as an English Language Learner. If the student scores at the "Proficient" level the student enters a general education program. The Spanish LAB-R is also administered by a licensed ESL teacher to students who cannot answer any questions on the LAB-R, and students are programmed accordingly based on the results of these assessments. Students found entitled are placed in appropriate ESL levels: Basic, Intermediate or Advanced. Basic ESL students receive 3 periods of ESL instruction (44 minutes each x 3 = 132 minutes) of instruction everyday; Intermediate ESL students receive 2 periods (88 minutes) of ESL instruction; Advanced students receive one period (44 minutes) of ESL instruction and one period (44 minutes) of grade-appropriate ELA instruction. All students entitled to ESL services are tested annually via the NYSESLAT exam. All ESL teachers prepare students for this exam by modeling, teaching, and practicing listening, speaking, reading, and writing skills throughout the year. Based on the results of this assessment, students either continue to be entitled to services as Beginners, Intermediates, or Advanced the following school year, or enter a general education program if they score at the "Proficient" level.

2. The Parent Coordinator and the A.P. Supervision who oversees ESL instruction hold monthly meetings in which an orientation takes place for all parents of ELLs. During the conferences, parents view a video in which the three programs are described by the Chancellor and members of his staff. The video is translated into several languages. The Parent Coordinator and A.P. Supervision address parental concerns, answer their questions, distribute and then collect the survey. After parents have selected a program using the program selection form, they are informed that Washington Irving High School has a Freestanding ESL program. They are informed that if they choose to have their children participate in a Transitional Bilingual program or Dual Language program, the Parent Coordinator and the A.P., Supervision will work with the A.P., P.P.S. to assist the parents in finding schools that offer the programs they opt for. The parents are also informed that Washington Irving High School will offer other programs, such as Transitional Bilingual Education or Dual Language once the warranted number of parents choosing a certain program is reached.

3. The A.P. P.P.S. and the A.P. Supervision share the names of entitled students (based on LAB-R and NYSESLAT scores) with the Parent Coordinator. The Parent Coordinator mails entitlement letters to the homes. Parents return letters, in person, during visits to the school, PA meetings or ELL Orientation meetings.

4. Up to now, parents of Washington Irving ELLs have not opted to transfer their children out of the school's Freestanding ESL program. However, the Office of P.P.S. and guidance counselors maintain lists of schools with Transitional Bilingual and Dual Language programs. Parents are made aware both during the ELL parent orientation meetings and in writing that if they wish to have their children transferred to one of these programs, the school will facilitate their search and transference. The Parent Coordinator, bilingual para-professionals and school aides are available for oral translations for parents. Parents are made aware that failure to complete and return the program selection form will continue services in the current ESL program. Nevertheless, the school continually monitors the number of parents who requested TBE placement, and this information is maintained by the Parent Coordinator in his office.

5. Until September, 2008 the school offered a Freestanding ESL program and a Transitional Bilingual program. Most Spanish-speaking parents opted to have their children placed in the Transitional Bilingual program. Non-Spanish speakers participated in the Freestanding ESL Program. From September 2008 to the present, parents have opted for the Freestanding ESL program. All 272 ELLs currently enrolled are serviced via the Freestanding ESL program. We attest that we have on file documentation, such as Parent Option Letters, Continuation of Services letters, and evidence of outreach to parents, to support the placement of all 272 students in a Free Standing ESL Program.

6. Program models offered at Washington Irving High School are aligned with parent requests since parents have indicated a clear

preference for the Freestanding ESL Program. We attest that we have conducted extensive outreach to parents regarding student placement in a Free Standing ESL Program as per the parent option.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										17	22	6	4	49
Push-In										14	9	2	2	27
Total	0	0	0	0	0	0	0	0	0	31	31	8	6	76

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	272	Newcomers (ELLs receiving service 0-3 years)	133	Special Education	49
SIFE	50	ELLs receiving service 4-6 years	71	Long-Term (completed 6 years)	84

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	117	16	9	71	28	14	84	9	0	272
Total	117	16	9	71	28	14	84	9	0	272

Number of ELLs in a TBE program who are in alternate placement: 0

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										61	61	75	38	235
Chinese										1		4	2	7
Russian														0
Bengali										5	4	1	2	12
Urdu														0
Arabic										2				2
Haitian										1		1		2
French										1	6	1	3	11
Korean														0
Punjabi														0
Polish										1				1
Albanian														0
Other										1	1			2
TOTAL	0	0	0	0	0	0	0	0	0	73	72	82	45	272

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. ELLs are programmed for grade appropriate content area classes. Ninth graders are programmed for Algebra, Global Studies Year 1, and The Living Environment. Tenth graders are programmed for Geometry, Global Studies Year 2 and Earth Science. Eleventh graders receive Trigonometry, US History and Government and a Science elective. Twelfth graders are given Economics, Participation in Government, a Science elective and a Math elective. All students receive Physical Education instruction for 7 terms and a term of Health Education and are required to complete an Art class and a Music class as part of their graduation requirements. English instruction is based on LAB-R and NYSESLAT scores. ELLs receive instruction in English based on their level of English proficiency: Basic, Intermediate or Advanced. For English instruction they are grouped by level regardless of grade. Advanced ESL learners also receive ELA instruction according to their grades. Students who are part of a small learning community travel together as a group; however, all students benefit from the various organizational models: CTT, SETSS, and Self-Contained.

2. Staffing is based on student needs. Tallies for all subject areas determine the number of teachers who will serve the group. ESL teachers are assigned to groups of students based on students' levels. Teachers are currently assigned to teach Basic ESL, Intermediate ESL, Advanced ESL and the Wilson Workshop model classes. The school also utilizes a number of software programs, such as Rosetta Stone, Achieve 3000, and Aventa to incorporate technology and improve student outcomes.

3. Content area instruction is delivered in English. Pairing and grouping of students facilitates their comprehension of content in classes. Bilingual dictionaries and visual aids are used in content area classrooms. Some teachers also speak the native language fluently.

4. SIFEs (Students with Interrupted Formal Education) receive Basic ESL instruction and are scheduled for the Wilson Workshop model of instruction class which assists them with decoding and encoding. In addition, the Fountas and Pinnell Assessment system is utilized to offer targeted reading materials at students' specific decile level. In addition, students can utilize the Plato and Aventa programs to accumulate credits.

- ELLs in US schools with less than three years' proficiency levels were evaluated with the Pearson Predictive Periodic Assessment. The Rosetta Stone program is added to the instruction of Basic ESL students. This accelerates and adapts to individual students' language skills. Achieve 3000 program has been added to support ESL instruction for Intermediate ESL learners to build reading comprehension and thinking skills. It also builds vocabulary by differentiating based on how students answer the questions. Computer rooms and times have been specifically set to facilitate the implementation of these programs. The following licensed ESL Teachers: Mr. Klein, Ms. Ponce, Ms. Ramotar, Ms. Uceta, Ms. Maltasoglou, and Mr. Dinan take part in the above-mentioned instructional programs every school day, from periods 1 through 9, between the hours of 8:12 a.m. and 3:28 p.m.

- ELLs receiving service 4 to 6 years are given additional support in the form of tutoring and credit bearing after school classes in ESL, Regents Preparation and Native Language Arts instruction. Ms. Uceta offers basic and intermediate ESL tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m. as well as teaches a Native Language Arts class every school day from 8:12 a.m. to 8:56 a.m.; Ms. Ponce offers English Regents Preparation tutoring from 3:00 - 4:00 p.m. on Tuesdays and Thursdays, and Mr. Klein offers ESL tutoring and Aventa Credit Recuperation from 10:00 a.m. to 1:00 p.m. on Saturdays. In addition, Mr. Pietrapiana offers tutoring in Social Studies from

3:00 - 4:00 p.m. on Mondays and Wednesdays; Mr. Gomez offers mathematics tutoring on Tuesdays from 3:00 - 4:30 p.m. and Ms. Abrigo offers science tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m. All the aforementioned individuals are licensed pedagogues.

- Long- Term ELLs who have completed 6 years are given additional support in the form of tutoring and credit bearing after school classes in ESL, Regents Preparation and Native Language Arts instruction. Ms. Uceta offers basic and intermediate ESL tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m. as well as teaches a Native Language Arts class every school day from 8:12 a.m. to 8:56 a.m.; Ms. Ponce offers English Regents Preparation tutoring from 3:00 - 4:00 p.m. on Tuesdays and Thursdays, and Mr. Klein offers ESL tutoring and Aventa Credit Recuperation from 10:00 a.m. to 1:00 p.m. on Saturdays. In addition, Mr. Pietrapiana offers tutoring in Social Studies from 3:00 - 4:00 p.m. on Mondays and Wednesdays; Mr. Gomez offers mathematics tutoring on Tuesdays from 3:00 - 4:30 p.m. and Ms. Abrigo offers science tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m. All the aforementioned individuals are licensed pedagogues.

- ELLs identified as having special needs are programmed in CTT classes. When warranted (as per IEPs) individual educational para-professionals are assigned to support the instruction of these students.

- The school wide and individual Data Inquiry teams study and evaluate the transcripts of at-risk students including ELLs. ELLs are part of the final target groups selected for Inquiry Teams to work with.

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

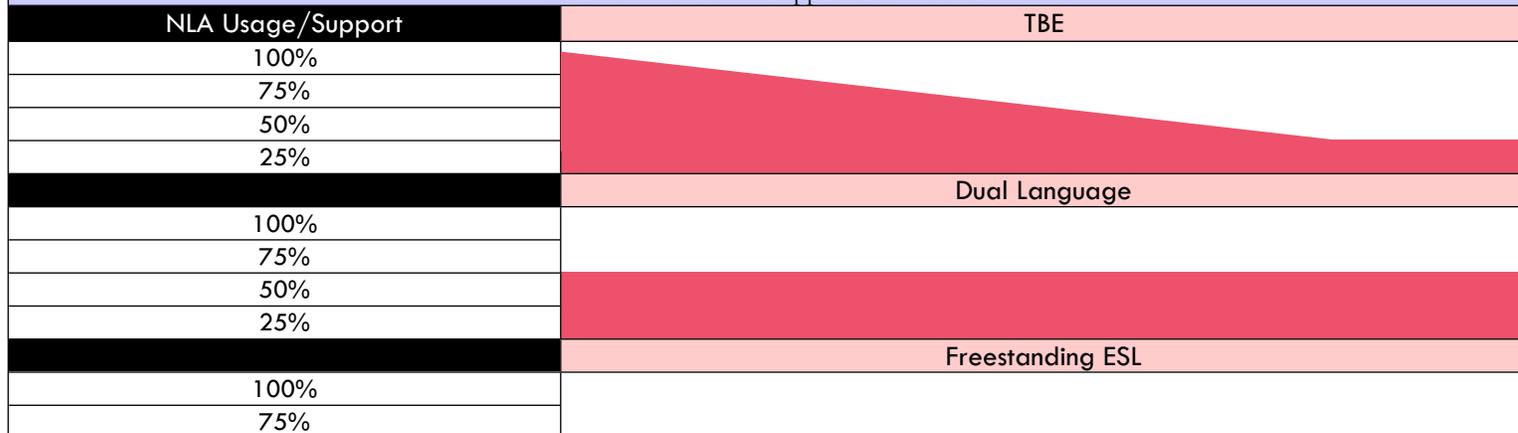
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Ms. Uceta offers basic and intermediate ESL tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m. as well as teaches a Native Language Arts class every school day from 8:12 a.m. to 8:56 a.m.; Ms. Ponce offers English Regents Preparation tutoring from 3:00 - 4:00 p.m. on Tuesdays and Thursdays, and Mr. Klein offers ESL tutoring and Aventa Credit Recuperation from 10:00 a.m. to 1:00 p.m. on Saturdays. In addition, Mr. Pietrapiana offers tutoring in Social Studies from 3:00 - 4:00 p.m. on Mondays and Wednesdays; Mr. Gomez offers mathematics tutoring on Tuesdays from 3:00 - 4:30 p.m. and Ms. Abrigo offers science tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m. All the aforementioned individuals are licensed pedagogues.

6. After school classes and tutoring in ESL, ELA, Math, Regents Prep, Science and Social Studies are offered to support the transition of ELLs. Moreover, former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

7. The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the Aventa program. The school's business manager is working on proposals to receive grants to purchase additional resources for ELLs.

8. The school does not plan to discontinue any of the programs it currently offers ELLs.

9. ELLs participate in all extra-curricular activities and are members of all sports teams. All CBOs work with ELLs.

10. Every ELA, ESL and Social Studies classroom is equipped with a classroom leveled library. The school used the Title I Grant to purchase Smartboards for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes.

11. Bilingual dictionaries, picture books, projectors and other visual aids are used. Native language Arts classes are offered to ELLs.

12. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.
13. In June, an orientation is offered for incoming ELLs and their parents. The school hosts a FUN DAY for freshmen during which ELLs and their parents receive school information. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized.
14. ELLs participate in International Baccalaureate, Honors, and Advanced Placement English classes.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The school conducts professional development workshops throughout the year, focusing on differentiation through the use of instructional strategies. All English and ESL teachers as well as teachers from other content areas who teach ELLs participate in these workshops. Teachers then turnkey the knowledge in their grade level teams.
2. Staff are provided support in identifying interventions for struggling ELLs as they transition from middle to high school. These include gaining familiarity with the various assessment instruments to gauge the language abilities of ELLs, resources on the web such as Colorin Colorado and other websites that offer rich instructional content for ELLs, access to classroom libraries, bilingual dictionaries, picture books, and a set of pedagogical best practices and professional resources to develop the capacity of all educators to meet the needs of ELLs.
3. All staff are provided with a minimum 7.5 hours of ELL training in order to meet the needs of ELLs.

E. Parental Involvement

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

1. Parents participate in monthly PA meetings with the Principal, parent representatives and the Parent Coordinator. The meetings are open to all teachers, counselors and administrators. All information is translated for parents.
2. Washington Irving High School's CBOs include the Relationship Abuse Prevention Program (RAPP), the YMCA, Sports and Arts in Schools Foundation (SASF), the School-Based Health Center and the Association for Progressive Dominicans (ACDP). SASF works with students, and their parents, in temporary housing. Our parent workshops are provided by ENACT, which is funded by 21st Century Community Learning Center Grant. They provide interactive workshops for parents in both Spanish and English about various parenting topics. The School-Based Health Center has bilingual staff, as well as the capacity to translate in any language.
3. Each student is assigned to a Small Learning Community (SLC) Team: Assistant Principal, Coordinator, Family para-professional and a Guidance Counselor. The family para-professional addresses students' day-to-day issues (i.e. the need for transportation passes) and makes visits to the homes of students after absences are recorded and parental contact is attempted. The guidance counselor prepares the student's program, holds case conferences with the student, addresses instructional and emotional challenges, and contacts and works with parents. The SLC Coordinator and Assistant Principal follow the academic and emotional progress of each student, encourage participation in after school activities and arrange for interventions when needed.

4. Parental involvement activities address the needs of parents as following:

- A question/answer period is included in every PA meeting.
- The Parent Coordinator has an open door policy.
- Parents are encouraged to meet with guidance counselors.
- The school has a psychologist to meet the needs of students with special needs, including ELLs.
- The school has a fulltime social worker.
- The school houses a health center. With parents' written permission, vaccination and medical care is available to students with no medical coverage.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										14	6	5	7	32
Intermediate(I)										31	49	41	14	135
Advanced (A)										18	9	19	20	66
Total	0	0	0	0	0	0	0	0	0	63	64	65	41	233

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										6	4	4	2
	I										9	13	15	6
	A										18	12	7	8
	P													
READING/ WRITING	B										13	3	3	4
	I										25	39	31	12
	A										13	3	9	12
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	88		33	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math <u>Integ Alg</u>	147	41	44	10
Math				
Biology				
Chemistry				
Earth Science	32	8	4	3
Living Environment	74	18	31	7
Physics				
Global History and Geography	91	22	32	5
US History and Government	54	12	23	6
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?

needs and levels of language acquisition and allows us to offer more small-group and differentiated learning activities.

2. The data patterns on the NYSESLAT and LAB-R reveal that most of our students in grades 9, 10, and 11 score on the Intermediate level, and with the exception of grade 10, most students steadily progress to the Advanced level as they reach grade 12. The number of students who score at the Beginner level steadily decrease as they progress through high school. Moreover, by grade 10 and 11, many of our students have progressed to the Intermediate level. The NYSESLAT Modality Analysis indicates that most of our students score at the Intermediate or Advanced Levels in listening and speaking across all grades, and score at the Intermediate level in Reading and Writing in grades 9, 10, and 11.

3. Patterns across the NYSESLAT modalities reveal that many of our students struggle with the reading and writing tasks on the exam, as evidenced by the fact that the majority of students scored at the Beginner or Intermediate levels on these modalities, while the majority of students scored at the Intermediate and Advanced levels on the listening and speaking sections of the test. As a result of this analysis, we are offering a variety of instructional supports to students: more emphasis on reading and responding to texts via the use of reading response and writing response journals; one-to-one targeted reading and writing conferences with teachers; the use of a daily oral language activity in all English and ESL classrooms to build grammar and usage skills; focusing on informational texts relevant to students' lives and interests; a daily silent, sustained independent reading activity (SSR) from independent reading materials; explicit instruction in the habits of proficient readers in regular classroom discourse such as finding the main idea, understanding how to use supporting details, finding textual evidence to support a claim, and understanding the use of rhetorical elements such as tone, purpose, audience, as well as recognizing how authors use literary elements to develop themes and motifs in works of literature. All of these activities, plus constant feedback, monitoring and revising of student work is yielding positive results as more and more students are progressing to the Advanced level by grade 12.

4. a) ELLs, especially newcomers, generally perform better on tests taken in the native language than in English. However, SIFE students do no better on tests in native languages than on tests in English.

b) School leadership and teachers regularly meet during common planning time to analyze data and evaluate student results on different assessments, such as the ELL Periodic Assessments. Based on this analysis, they revise the curriculum maps to focus more on skills that need to be developed and to incorporate these skills in the daily instruction, as well as developing a plan to address these deficiencies through writing activities. After reteaching and reviewing areas of deficiency, students are again given an assessment and an item analysis is conducted by the ESL team to determine next steps.

c) The school is learning how to tackle the needs of our ELLs through periodic assessments as well as common instructional strategies across all disciplines that can be adapted by teachers of different subjects to improve student outcomes, such as building academic and domain-specific vocabulary, annotating text, finding key details and paraphrasing and summarizing key concepts.

5. The school does not have a dual language program.

6. We evaluate the success of our programs for ELLs by constantly monitoring and revising, triangulating data from multiple sources to discover trends and patterns in student performance, and making necessary adjustments in curriculum, instruction, and programming to address student needs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		