



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 19K510

**PRINCIPAL:** KIM WANLISS **EMAIL:** KWANLISS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Kim Wanliss	*Principal or Designee	
Sharon Mason	*UFT Chapter Leader or Designee	
Richard Greene	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Renee Muir	CBO Representative, if applicable	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

By June 2012, WATCH administrators will improve teacher effectiveness by conducting 6 formative observations for each teacher using selected components of the Danielson Rubric to provide meaningful feedback.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

WATCH did not make AYP in Math and graduation rates for the 2010-11 school year. Students did well with accumulating credits but results were not translating into strong Regents results. Following a comprehensive inquiry, it was concluded that there was a disconnect between instruction and Regents achievement. Therefore, the principal involved the school in the Danielson Rubric pilot program to create a culture of reflection and accountability at WATCH High School which will help our students raise their levels of achievement.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    1. *WATCH High School is taking part of the pilot program for the Danielson Rubric. Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.*
    2. *Teachers' self-assessments on selected components of the Danielson rubric will help students reach subgroups in our high need populations.*
    3. *NYC School Survey results: 78% of teachers agree that school leaders give them regular feedback about their teaching (up from 74% last year). This feedback will help teachers to differentiate their instruction and use multiple methodologies to reach all students, especially at-risk youth in subgroups.*
  - b) staff and other resources used to implement these strategies/activities,  
*Administration will be involved in this effort. One Math APs, one English AP, one Science AP, and the WATCH principal will be assessing staff.*
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
*Teachers met with the principal to discuss what percentage of their ranking should be derived from participation in school committees and student achievement scores. Professional development has been given to staff to inform them about the Danielson Rubric as well as teaching strategies that will help teachers become highly effective. Professional developments that will be given this year address designing instruction for block scheduling and*

*differentiating instruction for all learners.*

d) timeline for implementation.

*The Danielson Rubric is currently being used and teachers will receive consistent feedback throughout the school year via goal setting meetings, post observation conferences, mid-year and end year evaluation meetings.*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.  
*Parents will be provided opportunities to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report; The Danielson Rubric will be broken down for the Parent Association members so that they understand how improved teacher quality will meet the requirements of these accountabilities.*

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.  
*A hiring committee screens applicants for qualifications and skills needed for the position. The committee conducts interviews and gives the opportunity for demonstration lesson. The committee using advertising at local Universities, Hiring fairs and the agencies such as DOE teacher recruitment, New Visions Recruitment and Teaching fellows to canvas applicants.*

**Service and program coordination**

- WATCH uses federal services and state services through title 1 funding, SINI funding NYC DoE funds and NYC Mayors Initiative to implement aid for students in temporary housing, peer mediation, attendance improvement and drop out prevention programs.

**Budget and resources alignment**

- Assistant Principal (Part-Time) for English and Social Studies.....\$34,000.....Title 1and Tax Levy funding
- Assistant Principal (Full-Time) for Organization and Science.....\$97,000.....Title 1and Tax Levy funding
- Assistant Principal (Full-Time-) for Math and Data.....CFN/DoE Funding due to reversed staffing
- Teachers Professional Development workshops-presenters and participants Per Session funding...\$2,000.....Title 1and Tax Levy funding

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*By June, 2012, 80% of students will effectively use evidence to support arguments across Science, Social Studies and English as WATCH moves towards implementing the Common Core State Standards. This will be measured by reviewing NYC DoE performance assessments and School-wide Design your own periodic assessments.*

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

*Students are not achieving Regents Exams in Science and Social Studies, courses where students must develop an argument and support this with evidence from the text. Also, the Common Core State Standards require students to master this skill during their time in secondary education. This skill is really needed for students to be considered college ready and career ready.*

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

*Teachers will develop a Common Core-aligned unit of study that incorporates learning opportunities for students with multiple intelligences, English Language Learners and students with special needs.*

- b) staff and other resources used to implement these strategies/activities,

*Administrators and experienced literacy teachers will be used during the school's common planning periods to work with incorporating the teaching of this skill into content areas across subject.*

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

*Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments. Teachers meet weekly in departmental teams to assess student work and plan lessons that demand evidence to support a claim.*

- d) timeline for implementation.

*Teachers will meet once per week for common planning development. Teachers are currently designing lesson and unit plans that teach these skills now. CCSS Unit Plans are being reviewed by the school's administration and will be implemented beginning January 2012.*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

*Parents will be given instruction during Parent Association meetings to help their children develop this skill. The parent resource center will be available to assist parents who have questions about how to best assist their children with homework tasks, such as the one argument/evidence task.*

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staffs become highly qualified, in order to achieve this goal.  
*As instructional objectives become more rigorous, the culture of the school will be preparing students for college. This will help attract highly qualified teachers.*

**Service and program coordination**

- WATCH uses federal services and state services through title 1 funding, SINI funding, NYC DoE funds to support teacher meetings during the school day and after-school

**Budget and resources alignment**

- Assistant Principal (Part-Time) for English and Social Studies.....\$34,000.....Title 1and Tax Levy funding
- Assistant Principal (Full-Time) for Organization and Science.....\$97,000.....Title 1and Tax Levy funding
- Assistant Principal (Full-Time-) for Math and Data.....CFN/DoE Funding due to reversed staffing
- Teachers Professional Development workshops-presenters and participants Per Session funding...\$2,000.....Title 1and Tax Levy funding
  
- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
*By August 2012, students will increase their pass rate in Integrated Algebra Regents by 3% over the previous year, from 38% to 41% of students passing the Regents.*

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
*By June of 2011, the previous school year, 45/117 (38%) students passed the Integrated Algebra Regents with a score of 65 or higher. The school did not make AYP in Math for the third year in a row.*

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
*Students will be assessed weekly in the area of Integrated Algebra to check for student understanding. Unit assessment data will be disaggregated by teachers and overseen by the Math Assistant Principal to foster more targeted instruction for individual students in Math class. Teachers will continue to use the Agile Mind program for Math development. Additionally courses will be provided afterschool, Saturdays and during mid-winter break to give instruction to students in the lowest third, students who previously failed the exam and students in need of additional course credit. Professional development workshops will be provided for teachers to training them on disaggregation of data, instructional planning and created assessment.*
  - b) staff and other resources used to implement these strategies/activities,  
*Content supervisors and the principal will gather evidence of student learning monthly.  
Content supervisors and the principal will conference with teachers to give feedback on the appropriateness of the assignment, the rubric and rating of the work. Unit Exams, Performance Assessments and DY0 periodic assessments will be reviewed by teachers. Afterschool teacher meetings for professional development. Data review and curriculum writing.*
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
*Weekly content meetings among math teachers and curriculum writing meetings. Teachers will provide evidence of students achieving proficiency in content by the content supervisors and the principal will provide feedback on the level of proficiency students are achieving.*
  - d) Timeline for implementation.  
*Beginning December 2011 all teachers will submit itemized results of unit assessments on a monthly basis. Including DY0 periodic assessment in January, March and June.*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.  
*Parents will be advised of their child’s growth through the Datacation online system. Teachers also can write anecdotal comments for other teachers and the student’s parent to see and act on.*

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.  
*As instructional objectives become more rigorous, the culture of the school will be preparing students for college. This will help attract highly qualified teachers.*

**Service and program coordination**

- WATCH uses federal services and state services through title 1 funding, SINI funding, NYC DoE funds to support tutoring and additional math courses during the school day and after-school.

**Budget and resources alignment**

- Assistant Principal (Full-Time-) for Math and Data.....CFN/DoE Funding due to reversed staffing
- Teachers Professional Development workshops-presenters and participants Per Session Rate...\$1,000.....SINI, Title 1and Tax Levy funding
- Teachers-instruction after school and holidays.....Per Session Rate.....4,000.....SINI, Title 1and Tax Levy funding
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## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
*By August 2012, graduation rates for the ELL, economically disadvantaged, and male subgroups will increase by 2% over the previous year's graduation rates. This goal addresses the NCLB requirement for all students reaching AYP goals. (updated 2/2012)*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
*Last year (2010-11) WATCH High School did not reach AYP in graduation rates. The New York State accountability school report card illustrates this. According to ARIS data, the majority of WATCH incoming ninth grade students enter this school at levels 1 and 2 for English and Math. This is especially true for students entering WATCH in one this goal's identified subgroups. Therefore, the school must address the graduation rates of these subgroups as they usually start school at a disadvantage.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
*1 )Students who struggle with ELA skills are pulled out of general instruction for English class to participate in the Language program, a basic instructional curriculum that focuses on students who read at elementary school levels when they get to high school. Also, students who score at a level 1 or 2 on their middle school ELA exams are placed into the Read 180 program, a structured program that uses technology and station learning to develop the skills of struggling readers. 2) Students who struggle with Math (most are in these groups) are placed in the Agile Mind program that uses real-world situations and online activities to engage students in their Algebra work. Curricula will reflex the need for two, three and four term instruction in Integrated Algebra. 3)Students off track for graduation and at risk of dropping out of school will participate in a attendance improvement and drop out prevention program encompassing credit recovery classes, regents preparation tutoring and guidance intervention. Students will also engage in workshops for college readiness. 4) Special needs students, English language learners, male students in the lowest third will participate in BrainWare Safari Games to improve cognitive functioning hence improving performance in school 5) Low performing male students will participate in a Male Leadership class to foster improved self-esteem, goal setting and college readiness.6) Success Mentors from the Mayor's Initiative for improved attendance will monitor students success. During the Spring Term an additional Male Leadership group, Female Mentoring and Science Club has been added through the Achieve Now funds from NYC DoE Youth Development office.*
  - b) staff and other resources used to implement these strategies/activities,  
*Math and English teachers will be used to implement these programs. Special Education teachers use the Language program with their students. Administrators will supervise and provide professional development to assist the staff in moving these subgroups to higher rates of success. Community Based organization will support the Male Leadership students. Software for BrainWare Safari will be used. Guidance staff will support the AIDP students and Male Leadership students. Professional Development for teachers on using data to improve instruction and the use of BrainWare.*
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

*Attendance committee meetings, guidance meetings, grade level teacher teams and school inquiry teams as well as faculty meetings are venues for staff involvement in the decision making process from all staff.*

- d) timeline for implementation.  
*Currently being applied and will continue through the end of the year.*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.  
*Special Open House events will be held for the families of students who fall into these subgroup categories. Parents are continually informed about their children’s progress through Datacation and progress toward graduation trackers. These indicate if students are off track, almost on track, and on track to graduate. The information on these trackers is also provided through the Datacation program.*
- *Bi-Annual parent resource open house. Parents of students targeted in the NYC Mayor’s Every Child Every Day program will be invited to a Open House to meet community based organizations that assist in socio-economic needs of the community.*

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.  
*The principal uses a hiring committee to get feedback from staff and parents when hiring new staff members. A rigorous school environment will also attract highly qualified staff.*

**Service and program coordination**

- WATCH uses federal services and state services through title 1 funding, SINI funding/NCLB, NYC DoE funds and NYC Mayors Initiative to implement aid for students in temporary housing, peer mediation, attendance improvement and drop out prevention programs. This includes coordination with city agencies such as the administration of child services, transitional housing authorities, DoE Office Youth Development.

**Budget and resources alignment**

- Assistant Principal (Full-Time-) for Math and Data.....CFN/DoE Funding due to reversed staffing
- Teachers Professional Development workshops-presenters and participants Per Session Rate...\$1,000.....SINI, Title 1and Tax Levy funding
- Teachers-instruction after school and holidays.....Per Session Rate.....\$4,000....., Title 1and Tax Levy funding
- Teacher-instruction for Female Mentoring.....CBO.....\$5,000.....Achieve Now
- Guidance Counselors (three full-time).....Title 1, Tax Levy and DoE/CFN funds
- Guidance Counselor parent meetings after school.....Per Session Rate.....\$5,000.....Achieve Now, Title 1and AIDP Funds
- Guidance Counselor AIDP counseling.....Per Session Rate.....\$600.....Achieve Now, Title 1and AIDP Funds
- Snack and supplies for AIDP.....OTPS.....\$600.....Tax Levy and AIDP Funds
- School Aide for AIDP.....Overtime pay.....\$1,500..... Title 1and Tax Levy funding
- Secretary for AIDP.....Per Session.....\$300..... Title 1and Tax Levy funding
- Assistant Principal (supervise AIDP) .....Per Session.....\$2,000..... AIDP, Title 1and Tax Levy funding

- Admission and Travel cost for Male Leadership and AIDP.....OTPS.....\$3,000..... AIDP, Achieve Now, Title 1and Tax Levy funding
- Community Based Organization Services for Male Leadership....OTPS.....\$7,500.....Title 1, Achieve Now
- BrainWare Software.....OTPS.....\$10,000.....Title 1
- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	35	32	N/A	N/A	10			
<b>10</b>	N/A	37	39	N/A	15			
<b>11</b>	N/A	34	22	32	15		2	
<b>12</b>	22	21	30	34	10			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Students are given credit recovery classes during the week, Saturday school on weekends, during holidays and lunch-time tutoring two days per week. These sessions are generally smaller in number than a typical class. Lunchtime tutoring usually consists of ten or fewer students per teacher. For ELA, students use the Language program that helps struggling readers (Sped and ELL students) make strides by grade level. Students preparing for the English Regents Exam are given Castle Learning tasks. This is an online program where teachers assign and monitor student progress as students work on developing their reading and writing skills.</p>
Mathematics	<p>Students are given credit recovery classes during the week, Saturday school on weekends, during holidays and lunch-time tutoring two days per week. These sessions are generally smaller in number than a typical class. Lunchtime tutoring usually consists of ten or fewer students for every teacher. Students use the Agile Mind program for Algebra and Geometry. They are also given Castle Learning tasks that target Regents preparation for the Algebra and Geometry Exams.</p>
Science	<p>Students are given credit recovery classes during the week, Saturday school on weekends, during holidays and lunch-time tutoring two days per week. These sessions are generally smaller in number than a typical class. Lunchtime tutoring usually consists of ten or fewer students for every teacher. For Science, students complete Castle Learning online tasks. They use these tasks to prepare for the Regents Exams in Chemistry and Living Environment. Science teachers also use targeted instruction with review books that allow students to complete more independent practice.</p>

<b>Social Studies</b>	<p>Students are given credit recovery classes during the week, Saturday school on weekends, during holidays and lunch-time tutoring two days per week. These sessions are generally smaller in number than a typical class. Lunchtime tutoring usually consists of ten or fewer students for every teacher. Students also keep records of each exam taken where results are itemized. The students are then made aware on an individual basis of their areas of weakness so they may focus on those areas.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>The Guidance Counselors provide services to at-risk youth identified by poor attendance, recidivist behavior referrals/suspensions and poor academic performance. They work with students who have attendance rates below 75% and design attendance incentives for students. Guidance counselors also provide family interventions when needed. The counselors also provide mentoring services for students. This may come in the form of one on one and group counseling services. Class presentations and instruction on college and job presentations.</p>
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	<p>The SAT Social Worker provides services for students that are identified by the Guidance Counselors and Pupil Personnel Team. These services involve one-on-one counseling and parent outreach and referrals.</p>
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, such as parent training in Castle Learning, the online Regents prep resource used by this school;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; parents are given training in using the Datacation website which gives parents access to their children's report cards, Regents Exam progress, transcripts, and attendance rates; parents receive this training during PA meetings and Open School Night Events;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; teachers meet by grade teams with the lowest third populations and each teacher becomes a mentor to 5-8 students on their grade team;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; letters and phone calls to students' homes are translated based on the home language survey; the city's translation unit is utilized as needed;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 19K510      **School Name:** World Academy for Total Community Health

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. *For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.*

A) **Secondary Level ELA Improvement Year 1, Comprehensive-** 70-80% of all students enter our school functioning below grade level in English. Therefore, academic intervention in reading comprehension, vocabulary acquisition and writing skills is needed for all students. Students in the junior year take the ELA Regents examination. During the past two years over-aged under-credited students scheduled to take the ELA course and/or Regents have dropped out of school or have had sporadic attendance. This means the students receive inconsistent instruction or are disqualified for the NYS Regents examination.

B) **Secondary-Level Math Improvement year 1 Comprehensive-** 70-80% of all students enter our school functioning below grade level in Mathematics. Therefore academic intervention in the areas of basic computations and, mathematical reasoning is needed for all students. During the past two years over-aged under-credited students scheduled to take the Integrated Algebra course and/or Regents have dropped out of school or have had sporadic attendance. This means the students performed poorly in the NYS Regents examination.

C) **Graduation Rate- Improvement year 1 Basic-** There has been a decrease in graduation rate due 1) poor attendance and increase drop out rate of over-aged and under-credited new admits-resulting in lack of accumulation of course credit 2) students not meeting the NYS Regents examination requirement in the area of a) Global History Regents Global History, American History and Living Environment examination due to poor literacy skills b) ELA Regents and Math Regents for the aforementioned reasons. 3) Sub-groups special education and male students are not meeting graduation requirements due to course failure attributed to poor literacy skills.4) Summer courses will be provided for the low performing students. Curriculum content will be based on Regent data gathered in June 2012.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

A) **Secondary Level ELA Improvement Year 1, Comprehensive-** Ninth and Tenth grade Students took Gates-McGinitie the results reflected the middle school results. Implement Read 180 for students that are low performing. Mock Regents in English for all Juniors in December. Targeted instruction for Special education students. WATCH will implement an attendance improvement and drop out prevention program for all over-aged and under-credited students. Students will participate in blended credit recovery courses, Regent Preparation classes with guidance intervention including job preparation and paid internships. Twelfth and eleventh grade students will participate in intense academic intervention services to improve reading comprehension, vocabulary acquisition and writing skills.

B) **Secondary-Level Math Improvement year 1 Comprehensive-** All Integrated Algebra courses will include focus instruction to address students' area of weakness and strength. Academic intervention during school and after school will provide tutoring for low performing students. Students will participate in Saturday school to assist with acquiring skills in basic computation and mathematical reasoning.

C) **Graduation Rate- Improvement year 1 Basic-** WATCH will implement an attendance improvement and drop out prevention program for all over-aged and under-credited students. Students will participate in blended credit

recovery courses, Regent Preparation classes with guidance intervention including job preparation and paid internships. A targeted group of African American male and special education students will participate in a Male Leadership class to building self-esteem, learning job preparation skills, college readiness, trips and engage in guidance conference. Academic intervention during school and after school will provide tutoring for low performing students. Students will participate in Saturday school to assist with regents preparation for Global History, American History and Living Environment examination.

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## **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

The Title 1 funds will be used to support the following professional development activities

- a) Part-time Assistant Principal for Literacy and Social Studies. The Assistant Principal will conduct small group and individual workshops for content area and special education teachers in literacy. This includes topics for reading and annotating expository text. Workshops will take place during school and after school.
- b) Teacher led professional development workshops during February break on unit and lesson planning using the Common Core Learning Standards. Workshops will take place during school and after school.
- c) Math Assistant Principal to conduct workshops afterschool with integrated algebra teachers on the use of data and formative assessment.
- d) Science Assistant Principal will conduct a workshop with a lead teacher on the use of data and formative assessment for Social Studies and Science teachers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The WATCH Teacher mentoring program involves the assignment of seasoned teachers to new teachers. Presently, the teachers meet to discussed targeted areas of instruction and classroom management. The meeting take place at least twice a week including intervisitation, one on one conferences during prep periods or afterschool.

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. Parents will receive notification of the school improvement status via a letter and meeting. Both the letter and meeting will be presented in English, Spanish and Haitian/Creole, the three major languages our family use. The meeting will be held in January with a presentation on services available to the students and parents at the school.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Debra Maldonado</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>510</b>
School Name <b>World Academy For Total Community Health</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Kim N. Wanliss</b>	Assistant Principal <b>Camille Bucknor</b>
Coach	Coach
ESL Teacher <b>Kim Goldfarb</b>	Guidance Counselor <b>Paulette James / Edwidge Jean</b>
Teacher/Subject Area <b>Lori Huggins Special Ed</b>	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader <b>New Vision</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>381</b>	Total Number of ELLs	<b>17</b>	ELLs as share of total student population (%)	<b>4.46%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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 pedagogue responsible for conducting the initial identification of those students who may be eligible for English Second Language (ESL) services is the certified ESL teacher. For initial screening of possible ELL's, the ESL teacher examines the Home Language Identification Survey. The HLIS is offered to students upon their entrance into the school system and is collected with their disposition papers. The HLIS is available in Spanish and other DOE supported languages. Students identified as possible ELL's are given the Language Battery Assessment (LAB-R) within the first ten days of school. Prior to returning the LAB-R, tests are scored to ensure that any student eligible for services is correctly programmed. In the event that the certified ESL teacher is unable to administer and evaluate the HLIS or LAB-R, the testing coordinator will assume responsibility. 1b.) WATCH provides a Spanish LAB-R and a translator to administer the exam as needed. 1c.) ATS and BESIS reports indicate those students who will take the NYSESLAT. Each component of the NYSESLAT is segmented in four domains and implemented accordingly: speaking; listening; reading and writing within the course of the exam timeframe.

The ESL Teacher evaluates students annually. At the beginning of the year, the ESL teacher examines previous NYSESLAT scores and provides students with a diagnostic exam that test their oral, listening and writing skills. Aside from periodic assessment and on-going classroom assessments, ELL students are administered the NYSESLAT to determine eligibility for services.

2. When a student is admitted to the NYC school system, parents are actively involved in the decision making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a HLIS to identify the home language of each child. If the child is identified as an eligible candidate for ELL instructional services, an informal interview is given to the candidate by a pedagogical staff member and the LAB-R is administered to identify the child as either an ELL or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs. At this time, parents view a parent information CD where program placement options are presented with clarity and objectivity. The parent orientation CD is available in multiple languages. Parent brochures are distributed in their native language to assure understanding of each available program. World Academy for Total Community Health ("WATCH") is proud to offer a Small Group ESL Instructional program to conform to the parental choice selections.

3. Each ELL parent/guardian whose student was in the ESL program the prior year receives an entitlement letter at the beginning of the school year. Letters are mailed directly to the students' home of record in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicate continued entitlement. WATCH does not

offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services.

In the event that Parent Survey's or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the ESL teacher, school social worker and guidance counselor.

4. Students are placed in the ESL instructional program based on the scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency: Beginner, Intermediate or Advanced ESL. If possible, consultations and communications with parents are handled by bilingual personal employed at the school. In the event that no school personal is able to translate, translators are sought through the New York City Department of Education.

WATCH High School offers ELL students a free-standing ESL instructional model. Our school does not offer Bilingual Education; based on the data analysis since 2007, it is not needed for our population of students. If, in the future, we find that Bilingual Education is necessary, the school will develop a functioning program to accommodate the need. We are building alignment between parent choice and program offerings through regular communication with our ELL students' parents. The ELL teacher communicates frequently with the families of her students making them aware of their academic and state assessment progress; programs will be adjusted based on student need and parent involvement. Entitlement and Placement letters are both mailed home and submitted to the parents during conferences. Entitlement and Placement letters are maintained in a cumulative file in a locked cabinet.

5. The Parent Surverys and Selection forms for the past few years are currently unavailable.

6. This information is currently unavailable

## 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

### This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Self-Contained										7	4	1	5	17
Push-In														0
<b>Total</b>	<b>0</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>17</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	5

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
Dual Language										0
ESL	3	2	7	4		1	10		6	17
<b>Total</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>6</b>	<b>17</b>

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

### 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										3	3	1	4	11
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic										1				1
Haitian										2	1			3
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>17</b>								

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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										4	2	2		8
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic										2				2
Haitian										2	1			3
French										2	1			3

## 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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>17</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. WATCH implements a Small Group ELL Instructional Program/Freestanding ESL from 9th -12th grade. Students are organized by proficiency level (beginner, intermediate, advanced) and receive ESL services in a pull-out class. The primary goal of our ELL program is to foster full English Proficiency in a supportive risk-free classroom environment as well as to:

- Expand literacy and academic language
- Provide students with skills that will allow them to perform at city and state grade level in all subject areas

b. The ESL program at WATCH provides courses that meet the state requirements for ESL programs. Students are grouped for their ESL classes homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination.

Freestanding ESL programs are offered in a self-contained environment. The ESL teacher has a separate room and meets with ELL students. ELL students who are also identified as special needs students and are X-coded receive push-in and Co-Integrated Teaching services for core-subjects. Students who are identified as special education ELL's and are x-coded receive additional literacy instruction in

## A. Programming and Scheduling Information

a pull-out class.

2. Free-standing ESL programs are offered in a Block Schedule. Beginner ELL's receive 540 minutes a week, intermediate ELLs receive 360 minutes of service a week and Advanced ELLs Receive 180 minutes per week. Students are grouped in homogenous classes based on proficiency levels. Students are graded individually based on New York State Standards in conjunction with a teacher designed grading scale.

a. The goal of our ESL program is to foster full English proficiency in a supportive risk-free environment. Both the English Language Arts ("ELA") and ESL Teachers that work with ELL students are fully certified. In order to help students progress, we use the following practices:

- Collaborative Planning and/or Conferencing with Content Area Teachers
- Utilization of different strategies: Scaffolding, Modeling, Schema Building, Contextualization, Text Representation and Meta cognition.
- Assisting students during work periods, conferencing with students in and out of class and informal assessments
- Communication and collaboration with parents
- Creating goals for students in which they monitor their progress in each of their courses

3. WATCH has a Freestanding ESL Program. Services are delivered in English from a bilingual teacher. Supplemental materials for the ESL program include Language!, a comprehensive literacy program by Soporis West. Language! includes instructional resources and elements that apply specifically to ELLs.

Aside from English language instruction, students receiving ESL services are able to receive support in all content areas during their ESL services. The teacher is able to work with students on challenges arising in social studies, math and science during their mandated instructional hours.

4. a. Students with Interrupted Formal Education ("SIFE") are placed into ESL programs in accordance with most recent LAB-R results or NYSESLAT Results. In addition to ESL, students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling).

b. Beginner ELLs receive 549 minutes of ESL services per week. Beginner ELLs (1-3 years) are provided three 49 minute ESL classes per day. Beginner ELLs are taught in small pull-out classes, homogenously grouped according to proficiency level.

Instruction for Beginner ELLs is aligned with New York State ELA and ESL Standards. Students are provided instruction in reading, speaking and writing from the certified ESL teacher. To incorporate New York State ELA content, the ESL teacher meets with ELA teachers in a Professional Learning Community and for common planning three days a week.

c. Intermediate ELLs (4-6 years) receive 369 minutes of ESL instruction per week. Students are placed in 96 minute block classes that meet daily in a pull-out setting. Students are programmed for small group instruction in are placed in homogenous groupings based on proficiency level. Instruction for ELLs is aligned with New York State ELA and ESL Standards.

d. Long Term ELLs (6+ years) receive 180 minutes of ESL services per week. Students are pulled out for two 90 minute blocks each week. Instruction is delivered in a small group from a certified ESL teacher. Students are placed into homogenous groups based on proficiency level.

e. ELLs who are also identified as having special needs are x-coded. ELL students who are also identified as having special needs receive services from a special education teacher through Collaborative Taught and in Pull-out classes. Special educators work closely with the ESL teacher to ensure that the needs of ELL students with special needs continue to be met. X-coded ELLs who have not passed the NYSESLAT take the exam annually until they have placed out of ESL.

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

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

## B. Programming and Scheduling Information--Continued

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

5. Across content, intervention services are implemented for ELLs through Grade Level Inquiry Teams. Grade teams select target population of students that include students from the lowest third, ELLs and Special Needs students. Teams developed targeted interventions that meet the needs of selected students. Teachers share concerns and data for students on each target population. Additionally, each grade team member is responsible for mentoring two or three students from the target population. Teachers meet with students regularly to ensure that students receive necessary academic and social support.

Academic Intervention Services ("AIS") are additionally offered during school to provide on-going support and Regents prep for students. ELLs are included in AIS and as a result have access to small group/one-one tutoring 3 days a week for 45 minutes.

6. Students who have placed out of ESL per their NYSESLAT results are integrated into general education classes. Students have access to support from the ESL teacher or other school personal as needed. There is no bilingual education available for SWD on site. Translation services are available for SWD should the need arise.

7. WATCH High School now uses Datacation to ensure that access to student data is streamlined for administrators, teachers, parents and students. Teachers, students and parents are offered training on Datacation. Datacation enables teachers to post grades, attendance, assignments and anecdotal accounts into a database that is available for other teachers, parents, students and administrators. Additionally, WATCH has partnered with the STAR program to provide academic and social support to at-risk students. Students are able to take credit recovery classes, receive mentoring services and counseling services through this program from an outside organization.

8. No programs will be discontinued at this time.

9. Students receiving ESL services are afforded equal access to all school programs. Students receiving ESL are mandated to attend AIS after school. Students also are provided equal access to all elective courses. Additionally, students are additionally encouraged to participate in school extracurricular activities, including sports teams and clubs. Former ELL's are provided with accommodations per parental and principal requests.

10. Students receiving ESL services uses a literacy program called Language!. Language is a comprehensive literacy program by Sopris West. The program focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. In addition, computers are available in the ESL classroom for students use. Laptop carts and Smartboards are also available for classroom use.

11. WATCH has a freestanding ESL Program. The certified ESL teacher is bilingual. Bilingual school personnel also provide support as needed. The use of the Language! Program (a comprehensive literacy program) is intended to provide support in English to ELL students.

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13. Newly enrolled ELL students have the opportunity to receive support during school in AIS. Students may attend AIS Tuesday through Thursday during lunch. AIS instruction is delivered in small group and focuses on Regents Prep or any other academic needs of students in

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## 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. Upon entrance into the school system, ELL Parents are given the HLIS. If students are eligible for ESL services, parents are informed of instructional models for ESL. Parents of students already receiving ESL instruction are contacted by the school establish communication and describe what services will continue to be delivered.

Twice a year, WATCH hosts a parent-teacher night. Parents are able to conference with teachers and administrators during this time. Invitations for conferences are available for parents in native language. Bilingual staff members are additionally available to translate at parent teacher conferences. Additionally, all parents are also invited to attend school PTA meetings.

To provide full disclosure of student performance, WATCH uses a program called Datacation. Parents, teachers and students have access to information on Datacation. Teachers post attendance, grades, assignments and anecdotal accounts that are available to parents and students alike. WATCH provides training on this program to parents and students. Bilingual staff members are available to translate and communicate information to parents.

Throughout the school year, teachers maintain continual communication with parents to ensure that students' needs are met. Bilingual staff members are available for translations at both informal parent/teacher meetings and IEP meetings for students who are receiving additional services in Special Education. Parents of ELLs are given invitations to workshops. Parents are invited to join the school leadership team and participate in the Mock Quality Reviews.

2. WATCH is a partnered with New Visions and Brownsville Family Services. New Visions provides professional development for teachers and consultative services. WATCH is additionally partnered with Brownsville Family Services. As apart of this relationship, students are encouraged to explore internships and career opportunities in the medical profession. Students have access to health services from a clinic within the school building. Finally, WATCH is partnered with the STAR program which provides academic and social support to at-risk. Parents of ELL students are invited to take part in any supportive services provided by these organizations.

3. The needs of ELL parents are evaluated through the School Survey and the Home Language Instruction Survey. Additionally, the school's guidance counselor, social worker, teachers and service providers maintain continual communication with parents to ensure their needs are being met. Bilingual staff members are available to provide translations as necessary. If translation needs cannot be met within the school, outside services are sought such as Language Line.

4. Parents are given ample opportunities to communicate with teachers, administrators, related service providers and support staff through various outreach programs at our school. Parents are invited to Parent Teacher Conferences each semester. In addition, parents are invited to express their concerns and needs at PTA meetings. Parents are a part of both the PTA and School Leadership Team. Additionally, school personnel including teachers, grade advisors, the school guidance counselor, and school social worker maintain consistent communication with parents of ELL students.

## 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)?

15. Paste response to questions 1-5 here

## 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?
2. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per I-200.

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1. The ESL provider is able to attend professional development workshops offered by the New York City Department of Education as well as our school's partner organization, New Visions. In addition outside professional development, school based professional development is offered to teachers twice a month (2:19 p.m.- 3:11p.m.). Administrators, teachers, and support personnel deliver professional development on various topics. All WATCH staff members receive PD during faculty conferences on site and specific domain of teaching off site as well.

2. ELL students transitioning from middle to high school receive instruction in small pull-out classes at WATCH High School. The small setting increases the instructional intensity offered to incoming ELL students. Additionally, WATCH is a small school with an extremely supportive staff. ELL students receive on-going support from the ESL provider outside of regular class time as needed. Students (and parents) also have access to language support from bilingual personnel including a bilingual school aide( and foreign language teacher.

3. The pedagogue responsible for ESL services provides an annual Professional Development intended to inform staff of the needs and progress of ELL students. The ESL service provider also is apart of Professional Learning Communities (English Department) and Grade Level Inquiry Teams. Records are maintained in a locked file and updated as required per DOE request.

Additionally, the ESL teacher works very closely with the Special Education Department. The Special Education Department has delivered various Professional Developments for staff members in conjunction with the ESL teacher. Content of the workshops focused on differentiating instruction for diverse groups of learners

## E. Parental Involvement

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2. WATCH is a partnered with New Visions and Brownsville Family Services. New Visions provides professional development for teachers and consultative services. WATCH is additionally partnered with Brownsville Family Services. As apart of this relationship, students are encouraged to explore internships and career opportunities in the medical profession. Students have access to health services from a clinic within the school building. Finally, WATCH is partnered with the STAR program which provides academic and social support to at-risk. Parents of ELL students are invited to take part in any supportive services provided by these organizations.

3. The needs of ELL parents are evaluated through the School Survey and the Home Language Instruction Survey. Additionally, the school's guidance counselor, social worker, teachers and service providers maintain continual communication with parents to ensure their needs are being met. Bilingual staff members are available to provide translations as necessary. If translation needs cannot be met within the school, outside services are sought such as Language Line

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?

### 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

Total	0	0	0	0	0	0	0	0	0	0	5	2	1	5	13
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### NYSESLAT Modality Analysis

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

### NYS ELA

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		4	
Integrated Algebra	10		7	
Geometry	5			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1			
Earth Science	2		1	
Living Environment	10		5	
Physics				
Global History and Geography	7		3	
US History and Government	5		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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?

## 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

<b>School Name: <u>World Academy For Total Commun</u></b>		<b>School DBN: <u>510</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim Wanliss	Principal		12/2/11
Camille Bucknor	Assistant Principal		12/2/11
	Parent Coordinator		1/1/01
Kim Goldfarb	ESL Teacher		12/2/11
	Parent		1/1/01
Lori Huggins Sp. Ed.	Teacher/Subject Area		12/2/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Paulette James	Guidance Counselor		12/2/11
Lenard Kassin	Network Leader		12/2/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 19K510      **School Name:** World Academy For Total Community H

**Cluster:** 563      **Network:** New Visions

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

**Part A: Needs Assessment Findings**

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

In efforts to increase effective communication with parents' preferred written and oral languages, information gathered through Home Language Surveys and Emergency Contact Cards are entered in ATS to have a running record of parents whose native languages are other than English. When oral interpretation is needed, on staff there are two bilingual personnel who are fluent in Spanish and Haitian-Creole/French. For interpretation assistance in other languages the parent will be presented the Language Identification Guide, the parent will select their preferred oral language, and then a staff member will contact an over-the-phone interpreter. Methods for written translation include utilizing the Translation and Interpretation Unit's translation request forms for school notifications and working with DOE translation vendors.

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.

Our major findings of the school's written translation and oral interpretation needs are that we are in need of more bilingual staff members to better communicate with parents. We have a growing Spanish-speaking population that we are working to better serve. The school community is aware of this situation as it was clearly communicated by school leadership. Hence parents were provided the letters in their native language. This ensures that parents are aware of the events and information pertaining to their child. Overall the French/Creole (Haitian/Creole) speaking parents also spoke English therefore did not require written translation. This year there are also more students from diverse backgrounds. In this school, there are now students who speak Spanish, Creole, French, Hindi, Bengali and Arabic, with variations of languages due to students native dialect. These are findings are brought to the school community through the School Leadership participants and Parent Associate meetings. All parents are invited to attend these meetings to understand what is happening at the school level.

## Part B: Strategies and Activities

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

The school will provide translation services through Spanish-speaking members of the school community. In addition to that, all languages will be addressed through the DOE's translation unit. Letters will be sent home in all languages the school finds necessary.

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.

The school will provide services through the bilingual staff members communicating with parents where this is possible. Additional services will be given through the translation unit the city provides.

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 school will provide written translation of parent's notification letters in Spanish, Bengali, Arabic, and French/Creole. Written translation services are provided by in-house school staff. There will be timely provision of translated documents through either existing resources or the Translation and Interpretation Unit; timely provision of interpretation services at group and one-on-one meetings when such services are necessary for parents to communicate with the school regarding critical information about their child's education. We will provide parents whose primary language is a covered language with a translation of any document that contains individual, student specific information regarding, but not limited to, a student's: a. health; b. safety; c. legal or disciplinary matters; d. entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms. Oral interpretation services will be provided by in-house staff when applicable. The school interpreters are a Spanish language teacher and one school aide. Interpretation for other languages will be provided by an outside vendor.