



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**WASHINGTON IRVING HIGH SCHOOL**

**SCHOOL NAME :** \_\_\_\_\_

**02M460**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_\_\_

**BERNARDO ASCONA**

**BASCONA@SCHOOLS.NYC.GOV**

**PRINCIPAL:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_

**TAMIKA S. MATHESON**

**SUPERINTENDENT:** \_\_\_\_\_

**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
Bernardo Ascona	*Principal or Designee	
Gregg Lundahl	*UFT Chapter Leader or Designee	
Lizbeth Colin	*PA/PTA President or Designated Co-President	
Andrea Pena	DC 37 Representative, if applicable	
Tensin Yingsal Eyad Hassan	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Marian Burnbaum	Member/Staff	
Rose Davis	Member/Staff	
Michael Bayer	Member/Staff	
Maria Solis	Member/Parent	
Nagi Hassan	Member/Parent	
Felicia Summers	Member/Parent	
Aileen Rodriguez	Member/Parent	
Zackeri Richardson	Member/Parent	



## **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**

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

By June 2012, there will be a 2% increase in the number of students in Grade 12 ("N" Cohort) meeting or exceeding the state's graduation progress target who graduate with a high school diploma as measured on the 2011-2012 NYC D.O.E. Progress Report and by state's Annual Accountability Overview Report (A.O.R.) for 2011-2012.

### **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.

Washington Irving must increase its graduation rate through careful monitoring of data; personalization and academic supports; daily college readiness/advisory classes; grade conferences and graduation conferences. The staff is adopting a distributed counseling approach where every teacher and staff member is a college mentor to our students.

### **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.

- a) Target Population: All Grade 12 ("N" cohort 2012) students in all academic and non-academic content areas. The staff will review attendance and academic progress data with each student and their parents via Small Learning Communities' teams to monitor student progress to graduation
- b) Principal, Assistant Principals, Cabinet, Parent Coordinator, family workers, S.L.C. teams, attendance team.
- c) Teachers will take an active role on inquiry teams, including but not limited to the Schoolwide Inquiry Team, S.L.C. Inquiry Teams, and Content Area Inquiry Teams which will focus on target population from the "N" cohort to monitor and provide strategies to focus students on credit accumulation and Regents/R.C.T. preparation. Common Planning Time will be used to build the capacity of staff around formative assessments, item analysis of assessments, best teaching practices and turnkey of workshops by teachers. Curriculum maps will be tied to goals of the school based on student data emphasizing student learning outcomes on Regents and to gain credit accumulation in content classes. The process will involve data gathering, analysis, evaluation, monitoring and revisions throughout the year. Teams will develop at a different pace depending on the progress of the students. Uniform mid-term and final exams, passing rates, class exams, mastery content quizzes, writing samples and journals will be used to assess knowledge and attainment of skills. Teachers and administrators will analyze cycles in each term (three cycles) to evaluate student progress. The school will increase rigor through infusion of the common core standards and writing across the curricula and through a focus on open ended and thought provoking questioning of students in all content areas pursuant to the Quality Review and New York State SURR recommendations.
- d) Timeline: September 2011-June 2012 with checkpoints (January 2012 and June 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.

The Parent Coordinator works closely with the Parent Association and the School Leadership Team to ensure that information and offers of assistance reach all parents. Parents are called regularly regarding their child's attendance and are mailed academic progress letters each marking period (six times per year). Parents have on-line access to their child's academic progress through ARIS and Datacation. The Parent Coordinator regularly holds workshops for parents to teach them how to best utilize the on-line grading and attendance reports. Every parent is given a password to access both ARIS and Datacation. The Parent Coordinator holds workshops on graduation requirements and adolescent psychology. The school holds special meetings for parents and students by grade, for example, Junior Night to discuss credit accumulation and college planning; Senior Night, to discuss college applications, SATs, senior activities, credit accumulation, and graduation; Financial Aid Night, mainly for seniors, where parents and students are taught and counseled on the Financial Aid process and filling out the FAFSA application.

**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.

Teachers at Washington Irving are highly qualified and will further develop their skills through a comprehensive professional development program led by the school's Teacher Center with several educational organizations, such as, Institute for Student Achievement, Teaching Matters, Heart of Change, High Schools That Work, among others.

**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.

The school is working with a group of City agencies and not-for-profit organizations through the Mayor's Initiative on Student Attendance, the Manhattan District Attorney's Office, the YMCA, the School Based Health Center with Beth Israel and many others. The school works with the 21<sup>st</sup> Century Fund to develop a wide range of after school activities. In addition, the school has many sports teams in which the students participate.

**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.

Per Session for AFTER/BEFORE SCHOOL STUDENT PROGRAMS; OTPS for TEXTBOOKS, Coordinator/Supervisor/Dean/Parent Coordinator; Per Diem for PROFESSIONAL DEVELOPMENT; OTPS for SUPPLIES – GENERAL; OTPS for CURRICULUM and STAFF DEVELOPMENT CONTRACTS; OTPS for Internal DOE Services; Contract for Excellence; Title III; Title I; 21st Century Grant; Conceptual Consolidation

## 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, there will be a 3% increase in 12th Grade students ("N" cohort) attaining level 3-4 standard on E.L.A. Regents to meet A.Y.P. in English Language Arts as evidenced by the state's Annual Accountability and Overview Report (A.O.R.) and the city's R.C.O.S./R.C.O.L. A.T.S. reports.

### **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.

Improving student performance in order to meet the rising effective AMO

### **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.
  
- a) Target Population: Cohorts 2011-2012. In daily classroom instruction and through guidance and intervention services, the school will accomplish the following: Teachers will frame the first half of junior year English in terms of four tasks. Explicit test preparation is infused with curricula throughout tenth and eleventh grade English classes. All students in 2013 and 2014 cohorts take ENGLISH LANGUAGE ARTS Regents by June of junior year. Outreach is conducted throughout junior year to ensure students take the exam by end of junior year. Guidance and intervention services.
- b) All ENGLISH LANGUAGE ARTS/ESL/Special Education teachers All Guidance Counselors Assistant Principal Supervision/ESL Rajeev Bector and Jeff Bozler, in charge of special education Assistant Principal Guidance Sarah Hernandez Teacher Leaders for each grade team will participate in implementing these strategies.
- c) Common Planning Time is on master schedule by grade with a separate group for ENGLISH LANGUAGE ARTS/ESL teachers during which time teachers create curriculum, look at student work, data and develop action plans for students who are struggling. Teachers will use Acuity to analyze standards based exams to inform instruction and provide tutoring tools to students and parents. Teachers will use Item Analysis of departmental exams to inform instruction. Teachers will use Content Mastery Quizzes, journals and Content Mastery Charts to assess for learning. Teachers will increase rigor through infusion of the common core standards and a variety of writing styles, and readings including non-fiction and through a focus on open ended and thought provoking questioning of students all ELA courses pursuant to Quality Review and New York State SURR recommendations. Teachers will participate in lesson studies to self-evaluate and reflect upon their practice.
- d) Timeline: September 2011-June 2012 with checkpoints (January 2012 and June 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.

The Parent Coordinator offers workshops educating parents on the available on-line learning tools and the progress of their children. The school offers ESL classes for the parents in order to assist them in advancing their child's progress in learning English.

**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.

The school has highly qualified teachers who receive further professional development in AVENTA, Achieve 3000, iLearn, Department of Education Professional Development sessions, SMARTBOARD and many other programs.

**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.

The school is working with a group of City agencies and not-for –profit organizations through the Mayor's Initiative on Student Attendance, the Manhattan District Attorney's Office, the YMCA, the School Based Health Center and many others. The school works with the 21<sup>st</sup> Century Fund to develop a wide range of after school activities. In addition, the school has many sports teams in which the students participate.

**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.

OTPS for SUPPLIES – GENERAL; Per Session for AFTER/BEFORE SCHOOL STUDENT PROGRAMS; Per Diem for PROFESSIONAL DEVELOPMENT; OTPS for LIBRARY BOOKS; OTPS for TEXTBOOKS; OTPS for Internal DOE Services; Per Diem for PROFESSIONAL DEVELOPMENT; OTPS for EDUCATIONAL SOFTWARE; OTPS for NON-CONTRACTUAL SERVICES.

### 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 June 2012, there will be a 3% increase of A.Y.P. attainment in Math for 12th Grade students ('N' Cohort 2012) achieving a Regents passing grade of 65% as evidenced on New York State's Annual Accountability Overview Report (A.O.R.) and city's A.T.S. R.C.O.S. report.

#### **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.

Improving student performance in order to meet the rising effective AMO

#### **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.
  - a) Target Population: Teachers of all Cohorts 2012-2013-2014-2015; General Education Students, English Language Learners and Special Education Students Timeline: September 2011- June 2012 with checkpoints (January 2012 and June 2012) Activities: Teachers create daily instructional plans using teacher created curriculum maps aligned with state standards and the core curriculum. Students are engaged in student centered activities that support all mathematics topics. Students use mathematical manipulatives to assist them in learning different mathematical topics. Parent workshops are provided to make parents aware of the math curriculum, academic intervention services and how they can help their students succeed in mathematics. Teachers form study teams in Common Planning Time to plan lessons and share best practices. Consultants will work with Assistant Principal to develop team processes during Teacher common planning and inquiry team process. Teachers will increase rigor through infusion of the common core standards and writing across the math curricula and through a focus on open ended and thought provoking questioning of students in all math courses pursuant to Quality Review and New York State SURR recommendations.
  - b) Accountable People: Mathematics Teachers and Assistant Principals, Master Teacher Eric Smith, Assistant Principals Supervision Julia Bingay-Lopez and Jeff Bozler, in charge of special education, Math Common Planning Team Leaders.
  - c) Teachers form study teams in Common Planning Time to plan lessons and share best practices. Professional developers assist the staff and work with the Assistant Principal to develop team processes during common planning time and the inquiry team process. Teacher leaders will work with teachers in teams to assist in the teacher led effort. The teachers will increase rigor through the infusion of the common core standards and writing across the curricula, through a focus on open ended and thought provoking questioning of students in all math courses pursuant to the Quality Review and New York State SURR recommendations.

d) Timeline: September 2011- June 2012 with checkpoints (January 2012 and June 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.

Parent workshops are provided to make parents aware of the math curriculum, academic intervention services and how they can help their children succeed in mathematics.

**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.

Teachers are assisted in the implementation of curriculum by staff developers (grade team leaders, and Assistant Principal Supervision) and outside professional development.

**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.

The school is working with a group of City agencies and not-for-profit organizations through the Mayor's Initiative on Student Attendance, the Manhattan District Attorney's Office, the YMCA, the School Based Health Center and many others. The school works with the 21<sup>st</sup> Century Fund to develop a wide range of after school activities. In addition, the school has many sports teams in which the students participate.

**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.

Fiscal and human resources used to achieve the goal: OTPS for CURRICULUM and STAFF DEVELOPMENT CONTRACTS; OTPS for TEXTBOOKS; Per Diem for PROFESSIONAL DEVELOPMENT; Per Session for AFTER/BEFORE SCHOOL STUDENT PROGRAMS; Per Session for PARENT INVOLVEMENT; OTPS for EDUCATIONAL SOFTWARE; OTPS for SUPPLIES – GENERAL; OTPS for EQUIPMENT; OTPS for Internal DOE Services; OTPS for NON-CONTRACTUAL SERVICES; Guidance/Social Workers - SCHOOL SOCIAL WORKERS; Contract for Excellence; Title III; Title I; 21st Century Grant; Conceptual Consolidation

## 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 June 2012, provide the academic and social supports to enhance the positive learning environment in high school as evidenced by the Learning Environment Survey results of the 2011-2012 school year that will increase the rate of high school completion of forty-four (44) credits and eleven (11) credits per year target per student in each grade.

### **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.

Closing achievement gap

### **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.
  
- a) Target Population: All Cohort students (Target: eleven credits per year). Activities: Small Learning Communities will monitor students in classes to ascertain and monitor graduation goals and student progress. Data Assistant Principal will provide reports and data content inquiry teams will analyze targets to assist with each cohort of students to focus on students still in need of credits (January and June 2012) Advisories and college readiness classes will be introduced in all small learning communities (SLCs). Washington Irving students will participate in the Cinemagic Film Festival, which originates in Northern Ireland and then will come to New York City. Students will learn all aspects of film making and will intern at a film festival at the school in September, 2011. The students will be mentored through several organizations, including the Mayor's Initiative on Attendance; students will receive Academic Intervention Services, such as tutoring; the school has supports, such as a social worker, a psychologist and a school based health center which assists students with their health and emotional needs. Students meet with their SLC teams in grade conferences where the students can discuss both academic and personal concerns.
- b) Accountable People: Small Learning Community Team (S.L.C.), Teachers, All Staff
- c) Teachers will be involved in common planning teams and inquiry teams to enhance the environment in the small learning communities and will be involved in planning and executing advisories and college readiness classes in all small learning communities (SLCs).
- d) • Timeline: September 2011 – August 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 are called and receive mail regularly from the school regarding their child's progress and attendance. In September, all parents and students are invited to a "Welcome Back to School Night" where information is given on all school policies and activities for the coming academic year. Parents are invited to a Junior Night, a Senior Night and a Financial Aid Night. Workshops on credit accumulation, English and Math are given to keep the parents informed on the subjects which their children are expected to master. Regular Parent Association meetings are held to keep parents informed and to answer questions about their child's education and graduation requirements. Awards ceremonies are held to which the parents are invited. Regular individual progress reports ( for each of six marking periods) are mailed to the parents with invitations for the parents to call or come to school to discuss their child's progress in addition to semi-annual parent teacher conferences.

**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.

Staff will participate in a range of professional development conferences which will result in enhanced supports for students. Among the organizations which will assist the staff are the Institute for School Improvement (ISA) and High Schools That Work (HSTW).

**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.

Staff will participate in a range of professional development conferences which will result in enhanced supports for students. Among the organizations which will assist the staff are the Institute for School Improvement (ISA) and High Schools That Work (HSTW).

**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.

Special Needs - Support Services - INTERVENTION / PREVENTION - PULL-OUT -all students; OTPS - NON-CONTRACTUAL SERVICES; Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS; Guidance/Social Workers - SCHOOL SOCIAL WORKER; OTPS - TEXTBOOKS; OTPS - EDUCATIONAL SOFTWARE; Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS; OTPS - TRANSPORTATION OF PUPILS - CONTRACTUAL; Paraprofessionals - IEP-HEALTH; School Aides and Other Support Staff; Contract for Excellence; Title III; Title I; 21st Century Grant; Conceptual Consolidation.

## 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.

By the end of June, 2012, there will be a 3% increase in the attendance rate as evidenced by New York City's R.P.A.R. in A.T.S. and New York State's Annual Accountability and Overview Report (A.O.R.).

### **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.

Improving attendance rates

### **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.
- a) Target: Whole student and parent communities. The entire staff will engage in an ongoing review of attendance procedures with students, teachers and school staff on a regular basis. These activities will begin in September and continue throughout the school year weekly at school-wide attendance meetings. Daily mustering of Small Learning Community administrative team, and college readiness/advisory classes which are being introduced in all grade levels throughout the school. Small Learning Community Attendance and Disciplinary Teams Strategies will reduce latenesses, especially to 1st period; will reduce cutting especially from 8th period; will reduce the number of 407s generated; will reduce suspensions for non-violent infractions; will reduce the number of LTA's; staff will complete attendance data daily which will be collected in order to act quickly to intervene in absences, latenesses and cutting. The school will expand use of auto-dialer to include cutting and lateness. Timely Clearance of Register. Personal notification of students who have detention before detentions turn into suspensions. ATS and ILOG access to Small Learning Community coordinators and paraprofessionals. Incentives for improved and excellent attendance Redirection of unsuccessful students to appropriate educational settings. Send letters home. Student Assemblies. Teacher Referral Forms and Conduct Sheets will help the community follow each student.
- b) Accountable Persons : School-wide (AP, attendance coordinator, pupil accounting secretary and paras); Small Learning Community – Whole school community; Parents (contacting school in response to phone/mail outreach about attendance issues)
- c) Teachers and the Small Learning Community Teams will meet no less than three times per week in common planning time to address student attendance and develop plans for incentives, SLC activities, awards, and case conference. Teachers receive professional development to enhance the schools efforts to personalize each student's education. The SLC core team will meet daily to plan and address the needs of individual students.

d) Timeline: 2011-2012

**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.

The school will expand use of auto-dialer to include cutting and lateness. The school will invite parents to events throughout the year which educates and informs them about their child's progress and all the academic intervention services which are available to their child.

**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.

SLC teams and teachers meet with several professional development organizations, including Institute for Student Achievement, High Schools That Work, Teaching Matters and Heart of Change, which work with teachers on how to maximize the student personalization and academic benefits of the Advisory/College Readiness classes.

**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.

The school was chosen to participate in the Mayor's Initiative on Student Attendance which provides the support of city agencies and not-for-profit community based organizations to support and prevent absenteeism among the students. Students are provided with mentors who form trusting relationships and support students through their academic and emotional growth.

**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.

Coordinator/Supervisor/Dean - PARENT COORDINATOR; OTPS - NON-CONTRACTUAL SERVICES; OTPS - TRANSPORTATION OF PUPILS - CONTRACTUAL; Secretary - SCHOOL SECRETARY; Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS; Guidance/Social Workers - SCHOOL SOCIAL WORKER; Special Needs - Support Services - INTERVENTION / PREVENTION - PUSH IN/PULL OUT; Contract for Excellence; Title III; Title I; 21st Century Grant; Conceptual Consolidation.

**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>	59	79	66	62	248	89	41	22
<b>10</b>	106	170	144	142	295	56	9	41
<b>11</b>	75	132	55	102	246	47	12	46
<b>12</b>	60	78	27	133	244	42	18	55

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
<b>ELA</b>	<b>Wilson, Read 180, System 44 (Day), Aventa, Rosetta Stone, Plato, Achieve 3000 (Day, After-School, and Saturday Academy Sessions via small group instruction), Ramp-Up to Literacy (Day School with tutoring after-school), Tutoring (After-School Weekdays), Parental Conferences (Weekdays), Advisories (Weekdays), Grade Conferences (six times per year) via Small Learning Community teams.</b>
<b>Mathematics</b>	<b>Apangea (Day, After-school and Saturdays), Aventa, Plato, (Day, After-School, and Saturday Academy Sessions via small group instruction), Tutoring (After-School Weekdays), Parental Conferences and Student Advisories (Every Weekday) via Small Learning Community teams.</b>
<b>Science</b>	<b>Aventa, Plato, SmartScience (Day, After-School, and Saturday Academy Sessions via small group instruction), Science Lab Make-up session (after-school and Saturdays), Trips (Saturdays), Tutoring (After-School Weekdays), Science Fairs, Parental Conferences and Student Advisories (Every Weekday), setting SMART Goals, in-class academic intervention through differentiation (Day) and Grade Conferences (Weekdays, six times per year) via Small Learning Community teams.</b>
<b>Social Studies</b>	<b>After School and Saturday Tutoring, AVID, Kaplan Advantage strategies, Credit Recuperation via Aventa, and Plato Online systems (Weekdays after-school and Saturdays), Parental Conferences and Student Advisories (Every Weekday), and Grade Conferences (Weekdays, six times per year) via Small Learning Community teams.</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Individual Action Plans, case conferencing, SETTS, individual and group counseling, parental meetings to review credits and Regents, A.C.S. referrals, programming, college career planning, P.M. School, Credit Recovery, Assemblies by Grade/Small Learning Community teams to review graduation requirements.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>Evaluation: Cognitive, academic, vocational and mental status exam. One-on-one (only); conferencing with parents, teachers, guidance counselor, students, referrals, follow-ups, goal planning. Assemblies by Grade/House to explain counseling services available to students, School Based Support Team (S.B.S.T.)</b>
<b>At-risk Services provided by the Social Worker</b>	<b>One-on-one counseling for mental health, emotional distress, mood disturbance, conduct/behavior. One to one help for students applying for Medicaid/family planning/options counseling regarding pregnancy, etc., benefit insurance program.</b>

	<b>Referrals, liaison with hospital services, medications, long-term counseling, family counseling and interventions, Assemblies by Grade/House to explain counseling services available to students.</b>
<b>At-risk Health-related Services</b>	<input type="checkbox"/> <b>School Based Health Clinic with Beth Israel personnel: providing medical, mental health and dental services during Day.</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.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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. Our 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 (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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;
- 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 (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 or hosting Family Day events;
- 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:** 02M460      **School Name:** Washington Irving High School

*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      X Restructuring Advanced

**Category:**       Basic               Focused               Comprehensive

**Intervention:**    School Quality Review (SQR)                       External School Curriculum Audit (ESCA)  
                      Joint Intervention Team visit (JIT)                      x 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.
  1. Differentiated supervisory interventions
  2. Reduce the number of SLC's
  3. Uniform guidance support
  4. Career exploration for students
  5. Analyze attendance patterns
  6. Resources – textbooks, materials, online courses, technology
  7. Support/Maintain school climate
  8. Professional Development to work with ELL's
  9. Lessons to include reflection and assessments in the duration of the lesson
  10. Offer advanced courses – AP, etc
  11. Supporting the Special Education Department
  12. Encourage parent involvement
  13. Implement safety strategies – mid-day sweeps
  14. Hire strategically to support student needs
  
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.

Differentiated supervisory interventions – The school has implemented the Danielson Framework for Teaching and Learning, informal walk-throughs, lesson studies, inter-visitations.

Reduce the number of SLC's- Done. The school now has – Law and Public Service, Teaching and Health Professions, Union Square Business Academy, Information Technology, Yalow Institute for Science and Research.

Uniform guidance support – The school has an AP of Guidance and Pupil Personnel Services to support uniformity amongst the guidance counselors. The Small Learning Communities are supported with their own teachers and guidance support.

Career exploration for students – The school has a structured College and Careers Advisory program, ISA (Institute for Student Achievement) supports in mentoring teachers to develop effective college advisory and career exploration, students also use the INVICTUS online system from Navigation 101to explore career options.

Analyze attendance patterns – The school has been identified as the Mayor's Citywide Anti-Absenteeism and Truancy Initiative. In addition, the advisory program is a support system for the students. The students receive a wake-up call pre-recorded by a celebrity, encouraging them to get to school on time. The school has its attendance team in addition to the CFN Attendance Teacher.

Resources – textbooks, materials, online courses, technology- The school has purchased AVENTA, Apangea, Achieve 3000, iLearn, PLATO, READ 180, System 44, INVICTUS Navigation 101, MyAcces to support students with online instructions. The school has purchased several Smart boards. Sixty percent of the classrooms now have a Smart board. The school purchased Regents review books for all core subjects in addition to Chemistry and Physics textbooks. Health and sex-education teaching materials were also purchased to meet the recent mandate.

Support/Maintain school climate- The school has continued to build on school spirit with motivational events like – Senior Day, HOT '97 Attendance Rally, Success Day for school partners to inform students about careers, school Spirit Days, Holiday shows, Cultural months, and Victory Day.

Professional Development to work with ELL's- All teachers have been focusing on vocabulary building and writing across the curriculum. The teachers also partner with Teachers and Writers Collaborative where professional writers work with teachers and students to improve their writing. In addition, after-school professional development is provided on teaching the ELL's.

Lessons to include reflection and assessments in the duration of the lesson-Students are required to complete exit slips, learning logs or summaries. Teachers develop SMART goals with students tied to the item analysis of the exams/assessments. The teachers also align instructional strategies to improving student outcome,

Offer advanced courses – AP, etc- The school offers AP courses in English, US History, Calculus, Anthropology and Psychology. In addition, the school has an IB (International Baccalaureate) program. Students also attend the College Now program at Baruch (CUNY).

Supporting the Special Education Department-The school has purchased and shared with the teachers recourses on effective models of ICT. Teacher teams continue to attend professional development sessions provided by the CFN. The Assistant Principal of Special Education has provided IEP training for all teachers in the school and SESIS training for IEP teachers. Also, all teachers and related service providers have been given the SESIS instructions.

Encourage parent involvement- The school has partnered with Cleary Gottlieb to provide students and parents with the college application and financial aid process. Monthly Parent Association meetings are held at the school. The Parent Coordinator communicates frequently with the parents via mail and phone for meetings, events, truancy, behavior; etc. Parents are working with the PC to create a job/resource center to support parents in writing resumes and job application. As a component of the parent meetings, workshops are provided on ARIS, Datacation (student achievement/grade, curriculum, assignments, and attendance recording system), ENACT (Parenting Skills). The Parent Association in conjunction with the Parent Coordinator is planning to re-open courses for parents in English, Spanish, and Computer Skills.

Implement safety strategies – mid-day sweeps- The campus council has implemented a schedule of mid-day sweeps throughout the building.

Hire strategically to support student needs – The school has had a significant number of new hires. The leadership team is strategic in the process by hiring teachers who are committed to improving student outcomes.

---

## 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 1ARRA SIG Funds are going to be utilized as follows:

Teaching Matters - \$40,000  
Heart of Change - \$51,000  
Schools that Work- \$74,000

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

There are currently three teachers being mentored by assigned teachers who are capable of supporting a new teacher. The mentor teachers log their support in the DOE system (Martin Benavides by Jennifer Smith; Viki Aguero by Eric Smith; and Luis Castillo by Gwen Bokine).

All teachers are supported in a multitude of professional development opportunities. The school has Master Teachers, Talent Coach, and a variety of coaches from partners (SIG – Teaching Matters, High Schools that Work, ISA, Heart of Change, Princeton Leadership Center and FECS (Network - Teachers College)). In teachers are also coached and supported by the content area Assistant Principals.

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.

The school was identified as SURR 2009-10. Parents were at that time notified of the status by the principal and parent coordinator via mail. Option to obtain a copy in a variety of languages was offered as well. Please see attached document.

**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>Chris Groll/Cristina Jimenez</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>460</b>
School Name <b>Washington Irving High School</b>			

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

Principal <b>Bernardo Ascona</b>	Assistant Principal <b>Rajeev Bector</b>
Coach <b>Stephanie Iannuzzi</b>	Coach
Teacher/Subject Area <b>Andrew Dinan / ESL</b>	Guidance Counselor <b>Yolanda Bagley</b>
Teacher/Subject Area <b>Leela Ramotar / ESL</b>	Parent <b>Cherylyn Phillip</b>
Teacher/Subject Area <b>Rosa Uceta / ESL</b>	Parent Coordinator <b>Harlington Ariza</b>
Related Service Provider <b>Simon Kopelinsky</b>	Other <b>type here</b>
Network Leader <b>Maria Cristina Jimenez</b>	Other <b>type here</b>

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

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### D. School Demographics

Total Number of Students in School	<b>1190</b>	Total Number of ELLs	<b>225</b>	ELLs as Share of Total Student Population (%)	<b>18.91%</b>
------------------------------------	-------------	----------------------	------------	---	---------------

## 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. [i](#)

1. The A.P., P.P.S. (Guidance) and guidance counselors review the NYSESLAT information for list notice students entering Washington Irving High School from their intermediate schools. For over-the-counter students referred to Washington Irving High School by the Office of High School Placement, or when no data is available for students, English Language Learners are identified using the New York State Limited English Proficient (LEP) Identification Process. The Home Language Identification Survey is administered to families by a pedagogue, such as an ESL teacher. Bilingual para-professionals, aides and the Parent Coordinator translate information for non-English speaking parents. If the student's home language is other than English, an informal interview is conducted in the student's native language and in English by a licensed pedagogue, generally an ESL teacher. In effect, the LAB-R is administered to students whose OTELE code has been determined to be other than English. If the student speaks a language other than English or speaks little or no English, the student is administered the LAB-R assessment within 10 school days by a licensed teacher. If the student scores at the Beginning, Intermediate or Advanced Level the student is identified as an English Language Learner. If the student scores at the "Proficient" level the student enters a general education program. The Spanish LAB is also administered by a licensed teacher to students who cannot answer any questions on the LAB-R. The Spanish LAB, therefore, is administered to Spanish-speaking students who scored at/below the LAB-R cut scores, and students are programmed accordingly based on the results of these assessments. Students found entitled are placed in appropriate ESL levels: Beginner, Intermediate or Advanced. Beginner ESL students receive 3 periods of ESL instruction (44 minutes each x 3 = 132 minutes) of instruction everyday; Intermediate ESL students receive 2 periods (88 minutes) of ESL instruction; Advanced students receive one period (44 minutes) of ESL instruction and one period (44 minutes) of grade-appropriate ELA instruction. All students entitled to ESL services are tested annually via the NYSESLAT exam. All ESL teachers prepare students for this exam by modeling, teaching, and practicing listening, speaking, reading, and writing skills throughout the year. Based on the results of this assessment, students either continue to be entitled to services as Beginners, Intermediates, or Advanced the following school year, or enter a general education program if they score at the "Proficient" level. The RLER ATS report is used, along with previous year's NYSESLAT scores, to determine eligibility for the NYSESLAT exam. Students are then notified and the testing coordinator works with the AP and ESL teachers to schedule students for all four parts of the NYSESLAT. Ms. Jograj and Mr. Pietrapiana facilitate the process, and all English and ESL teachers proctor the exam. For the speaking portion of the exam, Ms. Jograj and another licensed pedagogue work together to test all students. Paraprofessionals assist by coordinating the flow of students and by directing students to the appropriate rooms where the speaking portion is being administered. After the completion of this phase of the exam, students are scheduled for all the remaining portions of the exam: listening, reading, and writing. A make-up test date is also provided for students who were absent on the day of the exam. Classes are covered and a proctoring schedule is drawn up so that the exam can be administered efficiently.

2. The Parent Coordinator and the A.P. Supervision who oversees ESL instruction hold monthly meetings in which an orientation takes place for all parents of ELLs. During these conferences, and also during the initial registration period, parents view a video in which the three programs are described by the Chancellor and members of his staff. The video is translated into several languages. The Parent Coordinator and A.P. Supervision address parental concerns, answer their questions, distribute and then collect the survey. After parents have selected a program using the program selection form, they are informed that Washington Irving High School has a Freestanding ESL program. They are informed that if they choose to have their children participate in a Transitional Bilingual program

or Dual Language program, the Parent Coordinator and the A.P., Supervision will work with the A.P., P.P.S. to assist the parents in finding schools that offer the programs they opt for. The parents are also informed that Washington Irving High School will offer other programs, such as Transitional Bilingual Education or Dual Language once the warranted number of parents choosing a certain program is reached. In terms of the timeline, parents are encouraged to view the video and select a program at the time of registration. Parents who are unable to select a program during registration are invited to the monthly meetings so that they may view the video and select a program. The parent coordinator and the AP then answer any questions parents have about the different programs. Finally, parent requests for a program of their choice are carefully recorded and parents are informed that the school will open a program when the parents of twenty or more students at the same grade level request the same.

3. The A.P. P.P.S. and the A.P. Supervision share the names of entitled students (based on LAB-R and NYSESLAT scores) with the Parent Coordinator. The Parent Coordinator mails entitlement letters to the homes. Parents return letters, in person, during visits to the school, PA meetings or ELL Parent Orientation meetings. Entitlement letter records are maintained by the parent coordinator and the Assistant Principal of English and ESL. Parent Survey and Program Selection Forms are provided to parents both at the time of the initial registration and during the ELL Orientation Meeting. The forms are collected both times and stored with the office of the AP PPS and the office of the Parent Coordinator.

4. Up to now, parents of Washington Irving ELLs have not opted to transfer their children out of the school's Freestanding ESL program. However, the Office of P.P.S. and guidance counselors maintain lists of schools with Transitional Bilingual and Dual Language programs. Parents are made aware both during the ELL parent orientation meetings and in writing that if they wish to have their children transferred to one of these programs, the school will facilitate their search and transference. The Parent Coordinator, bilingual para-professionals and school aides are available for oral translations for parents. Parents are made aware that failure to complete and return the program selection form will continue services in the current ESL program. Nevertheless, the school continually monitors the number of parents who requested TBE placement, and this information is maintained by the Parent Coordinator in his office. Also, placement letters are distributed to parents via postal mail indicating the program in which their child was placed as well as the level of their child's placement. A copy of these records are maintained with the office of the Parent Coordinator. Continuation of Services letters or continued entitlement letters are also mailed to the parents of students who are entitled to these services based on their NYSESLAT score and a copy of these records is maintained by the office of the Parent Coordinator.

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

6. Program models offered at Washington Irving High School are aligned with parent requests since parents have indicated a clear preference for the Freestanding ESL Program. We attest that we have conducted extensive outreach to parents regarding student placement in a Free Standing ESL Program as per the parent option.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

Dual language program	Yes <input checked="" 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>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>										2	2	2	2	8
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	3	3	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	225	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	45
SIFE	37	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	104

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	75	14	4	46	20	9	104	3	32	225
<b>Total</b>	<b>75</b>	<b>14</b>	<b>4</b>	<b>46</b>	<b>20</b>	<b>9</b>	<b>104</b>	<b>3</b>	<b>32</b>	<b>225</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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

**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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										40	51	49	56	196
Chinese										0	0	1	0	1
Russian										0	0	1	0	1
Bengali										1	5	3	1	10
Urdu										0	0	0	0	0
Arabic										2	1	1	0	4
Haitian										0	0	0	1	1
French										0	1	3	0	4
Korean														0
Punjabi														0
Polish										0	1	0	0	1
Albanian														0
Other										4	0	1	2	7
<b>TOTAL</b>	<b>0</b>	<b>47</b>	<b>59</b>	<b>59</b>	<b>60</b>	<b>225</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?

## A. Programming and Scheduling Information

1. ELLs are programmed for grade appropriate content area classes. Ninth graders are programmed for Algebra, Global Studies Year 1, and The Living Environment. Tenth graders are programmed for Geometry, Global Studies Year 2 and Earth Science. Eleventh graders receive Trigonometry, US History and Government and a Science elective. Twelfth graders are given Economics, Participation in Government, a Science elective and a Math elective. All students receive Physical Education instruction for 7 terms and a term of Health Education and are required to complete an Art class and a Music class as part of their graduation requirements. English instruction is based on LAB-R and NYSESLAT scores. ELLs receive instruction in English based on their level of English proficiency: Beginner, Intermediate or Advanced. For English instruction they are grouped by level regardless of grade. Advanced ESL learners also receive ELA instruction according to their grades. Students who are part of a small learning community travel together as a group; however, all students benefit from the various organizational models: CTT, SETSS, and Self-Contained.
2. Staffing is based on student needs. Tallies for all subject areas determine the number of teachers who will serve the group. ESL teachers are assigned to groups of students based on students' levels. Teachers are currently assigned to teach Beginner ESL, Intermediate ESL, Advanced ESL and the Wilson Workshop model classes. The school also utilizes a number of software programs, such as Rosetta Stone, Achieve 3000, System 44, Read 180 and Aventa to incorporate technology and improve student outcomes. The schedule allows for all mandated minutes because students are programmed for the number of minutes based on their proficiency levels: beginners get three periods of ESL instruction (135 minutes per day, five days per week), Intermediates receive two periods of ESL instruction (90 minutes per day, five days per week), and Advanced students receive one period of ESL instruction (45 minutes per day, five days per week) and one period of English instruction (45 minutes per day, five days per week), as mandated by CR Part 154 of the NYSED regulations.
3. Content area instruction is delivered in English. Pairing and grouping of students facilitates their comprehension of content in classes. Bilingual dictionaries and visual aids are used in content area classrooms. Some teachers also speak the native language fluently. Content area is delivered in ESL (the current schoolwide program), through a variety of approaches: whole-group, small-group, think-pair-share, project and performance based assessments, inquiry as well as problem-based learning, whole class discussions and debates, oral and written performances, mathematical modeling and proofs, scaffolding of content, differentiation of content, understanding by design and backward design methodologies, visualizations, and group investigations. Materials used include but are not limited to bilingual dictionaries, picture dictionaries, academic and domain-specific vocabulary, manipulatives in math, highlighters, easel pad papers, poster boards, student white boards, interactive use of technology via smartboards and interactive software programs such as Aventa and Plato, as well as the iLearn platform. Native language support is provided by bilingual pedagogues in each content area: for instance, in English classes Ms. Baum offers bilingual support in Spanish, in Social Studies, Mr. Castillo offers bilingual support in Spanish, in Math, Mr. Gomez offers bilingual support in Spanish, in Science Ms. Abrigo offers bilingual support in Spanish. ESL teachers provide content area support for ELLs by using content area knowledge to teach English. For instance, in ESL classes, students may be exposed to content area information in science by reading about earthquakes and natural disasters, or by learning about human sexuality via a Teen Issues unit.
4. We ensure that ELLs are appropriately evaluated in their Native Languages by administering the Spanish LAB to those students whose home language is Spanish and who cannot answer any questions on the English language LAB-R exam. In other words, Spanish LAB is administered to Spanish speaking students who scored at or below the LAB-R cut scores. We also have on staff teachers who speak many other languages, such as Hindi, French, and Bengali, to name a few, to properly evaluate ELLs in their native languages. ELLs also have the option of perusing Regents exams for all subjects except English, in their native languages, alongside the English language version, in addition to the other testing modifications. Moreover, the office of ELLs in the New York City Department of English Language Learners also provides assistance with translation services.
5. SIFEs (Students with Interrupted Formal Education) receive Basic ESL instruction and are scheduled for the Wilson Workshop model of instruction class which assists them with decoding and encoding. In addition, the Fountas and Pinnell Assessment system is utilized to offer targeted reading materials at students' specific decile level. In addition, students can utilize the Plato and Aventa programs to accumulate credits.
  - ELLs in US schools with less than three years' proficiency levels were evaluated with the Pearson Predictive Periodic Assessment. The Rosetta Stone program is added to the instruction of Beginner ESL students. This accelerates and adapts to individual students' language skills. Achieve 3000 program has been added to support ESL instruction for Intermediate ESL learners to build reading comprehension and thinking skills. It also builds vocabulary by differentiating based on how students answer the questions. Computer rooms and times have been specifically set to facilitate the implementation of these programs. The following licensed ESL Teachers: Ms.

## A. Programming and Scheduling Information

Ramotar, Ms. Uceta, Ms. Maltasoglou, and Mr. Dinan take part in the above-mentioned instructional programs every school day, from periods 1 through 9, between the hours of 8:12 a.m. and 3:28 p.m.

- ELLs receiving service 4 to 6 years are given additional support in the form of tutoring and credit bearing after school classes in ESL, Regents Preparation and Native Language Arts instruction. Ms. Uceta offers beginner and intermediate ESL tutoring after the regular school day as well as teaches a Native Language Arts class every school day. In addition, Mr. Castillo offers tutoring in Social Studies; Mr. Gomez offers mathematics tutoring and Ms. Abrigo offers science tutoring. All the aforementioned individuals are licensed pedagogues.
- Long- Term ELLs who have completed 6 years are given additional support in the form of tutoring and credit bearing after school classes in ESL, Regents Preparation and Native Language Arts instruction. Ms. Uceta offers beginner and intermediate ESL tutoring as well as teaches a Native Language Arts class every school day. In addition, Mr. Castillo offers tutoring in Social Studies ; Mr. Gomez offers mathematics tutoring and Ms. Abrigo offers science tutoring. All the aforementioned individuals are licensed pedagogues.

6. ELLs identified as having special needs are programmed in CTT classes. When warranted (as per IEPs) individual educational para-professionals are assigned to support the instruction of these students. Instructional strategies and grade-level materials--such as the choice of text, worksheets, and products (essays, research papers, poems, short stories, mathematical proofs, laboratory work in science) are differentiated according to students' performance level and through the use of IEP goals to drive instructional practices. The school ensures that all ELL-SWDs whose IEP mandates ESL instruction receive appropriate program by being placed in the school's freestanding

### 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)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

## 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?

8. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Ms. Uceta offers beginner and intermediate ESL tutoring as well as teaches a Native Language Arts class every school day. In addition, Mr. Castillo offers tutoring in Social Studies; Mr. Gomez offers mathematics tutoring and Ms. Abrigo offers science tutoring. All the aforementioned individuals are licensed pedagogues. Targeted intervention programs for ELLs in ELA classes include technology and software programs designed to increase reading comprehension and literacy skills, such as Achieve 3000 and Method Test Preparation. Targeted intervention programs in math include use of the Apangea program to facilitate comprehension; targeted intervention program for social studies includes an emphasis on building academic and content-specific vocabulary so students can understand important concepts. Targeted intervention programs for science include use of Aventa learning systems, as well as doing virtual labs so visualization can be incorporated to support ELLs. After school programs for ELLs in the above-mentioned content areas also utilize many of the same targeted interventions.

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

10. The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the Aventa program, as well as the System 44 and Read 180 programs. The school's business manager is working on proposals to receive grants to purchase additional resources for ELLs.

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

12. ELLs participate in all extra-curricular activities and are members of all sports teams. All CBOs work with ELLs. The school invites ELLs to participate by posting informational flyers around the building, announcing the events on the PA system, publicizing the events via advisory courses and ESL courses; ELLs fully participate by being an integral part of the after-school activities: joining clubs and teams, participating in varsity sports, participating fully in designing and building products in the Robotics club, and participating fully in all after-school programs. The goal of supplemental services offered to ELLs is to build their literacy skills as well as their executive skills: study skills, critical thinking skills, decision making skills, as well as providing help in all content areas. The rationale is that many ELLs lack the study skills and self-discipline necessary to succeed in school, and therefore must be explicitly taught and coached these skills.

13. Every ELA, ESL and Social Studies classroom is equipped with a classroom leveled library. The school used the Title I Grant to purchase Smartboards for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. In addition, native language materials such as core curriculum libraries, as well as books in other languages: Spanish, Bengali, and Chinese, are regularly used as part of the instructional materials for the native language class and for ESL classes where students are at the pre-production level and the goal is to encourage students to read and then transfer the knowledge and skills to the English language.

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

15. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor as well as the advisory teacher in each SLC schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.

16. In June, an orientation is offered for incoming ELLs and their parents. The school hosts a FUN DAY for freshmen during which ELLs and their parents receive school information. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized.

17. ELLs participate in International Baccalaureate, Honors, and Advanced Placement English classes.

## 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?

8. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Ms. Uceta offers beginner and intermediate ESL tutoring as well as teaches a Native Language Arts class every school day. In addition, Mr. Castillo offers tutoring in Social Studies; Mr. Gomez offers mathematics tutoring and Ms. Abrigo offers science tutoring. All the aforementioned individuals are licensed pedagogues. Targeted intervention programs for ELLs in ELA classes include technology and software programs designed to increase reading comprehension and literacy skills, such as Achieve 3000 and Method Test Preparation. Targeted intervention programs in math include use of the Apangea program to facilitate comprehension; targeted intervention program for social studies includes an emphasis on building academic and content-specific vocabulary so students can understand important concepts. Targeted intervention programs for science include use of Aventa learning systems, as well as doing virtual labs so visualization can be incorporated to support ELLs. After school programs for ELLs in the above-mentioned content areas also utilize many of the same targeted interventions.
9. After school classes and tutoring in ESL, ELA, Math, Regents Prep, Science and Social Studies are offered to support the transition of ELLs. Moreover, former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.
10. The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the Aventa program, as well as the System 44 and Read 180 programs. The school's business manager is working on proposals to receive grants to purchase additional resources for ELLs.
11. The school does not plan to discontinue any of the programs it currently offers ELLs.
12. ELLs participate in all extra-curricular activities and are members of all sports teams. All CBOs work with ELLs. The school invites ELLs to participate by posting informational flyers around the building, announcing the events on the PA system, publicizing the events via advisory courses and ESL courses; ELLs fully participate by being an integral part of the after-school activities: joining clubs and teams, participating in varsity sports, participating fully in designing and building products in the Robotics club, and participating fully in all after-school programs. The goal of supplemental services offered to ELLs is to build their literacy skills as well as their executive skills: study skills, critical thinking skills, decision making skills, as well as providing help in all content areas. The rationale is that many ELLs lack the study skills and self-discipline necessary to succeed in school, and therefore must be explicitly taught and coached these skills.
13. Every ELA, ESL and Social Studies classroom is equipped with a classroom leveled library. The school used the Title I Grant to purchase Smartboards for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. In addition, native language materials such as core curriculum libraries, as well as books in other languages: Spanish, Bengali, and Chinese, are regularly used as part of the instructional materials for the native language class and for ESL classes where students are at the pre-production level and the goal is to encourage students to read and then transfer the knowledge and skills to the English language.
14. Bilingual dictionaries, picture books, projectors and other visual aids are used. Native language Arts classes are offered to ELLs.
15. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor as well as the advisory teacher in each SLC schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.
16. In June, an orientation is offered for incoming ELLs and their parents. The school hosts a FUN DAY for freshmen during which ELLs and their parents receive school information. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized.
17. ELLs participate in International Baccalaureate, Honors, and Advanced Placement English classes.

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

**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)?

Paste response to questions 1-5 here

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

**D. Professional Development and Support for School Staff**

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

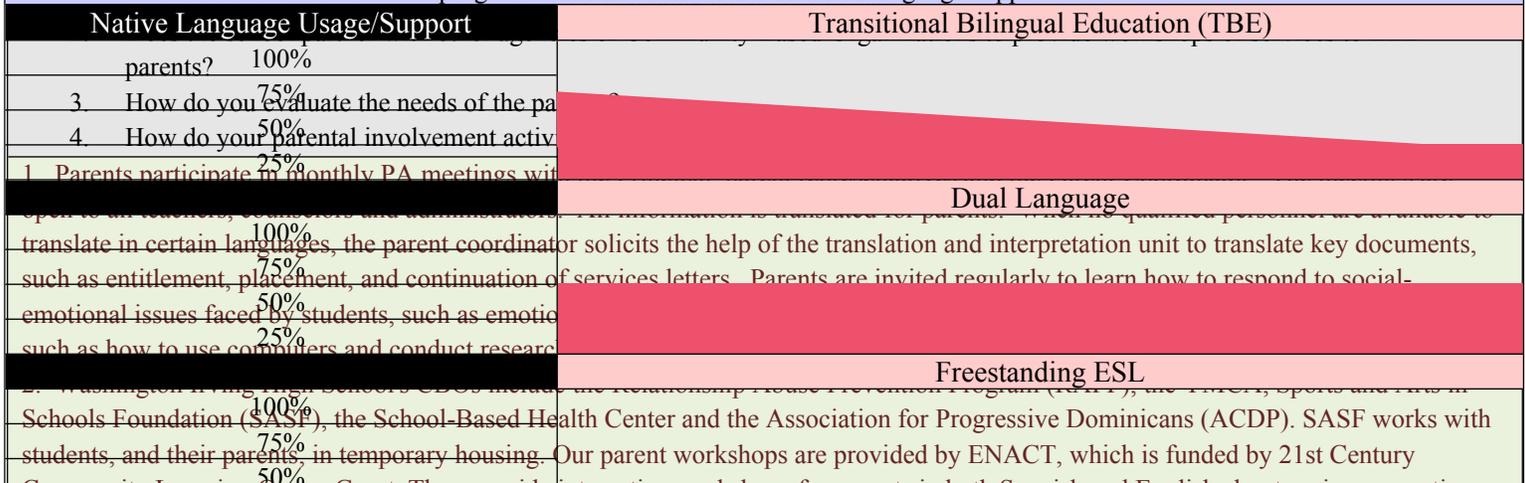
1. The school conducts professional development workshops throughout the year, focusing on differentiation through the use of instructional strategies. All English and ESL teachers as well as teachers from other content areas who teach ELLs participate in these workshops. Teachers then turnkey the knowledge in their grade level teams. The staff have attended the following Professional Development sessions so far this year: Danielson Training on teacher effectiveness; Title I training on how to use iPads in ESL classrooms, professional development on the use of software programs to accelerate reading and writing skills for ELLs, such as the Read 180 program, System 44 program, My Access and Achieve 3000 programs. In addition, staff attended the performance based assessment workshops to teach argumentative writing to students. The following network professional development workshops will be attended by ELL personnel: Instructional Expectations for ELLs on 11/9, Looking at Student and Teacher Work on 12/7, Authentic Assessments and Curriculum Maps on 1/11, Building Academic Language on 2/16, Persuasive to Argumentative Writing on 3/6, and Using Web 2.0 Tools on 5/1.

2. Staff are provided support in identifying interventions for struggling ELLs as they transition from middle to high school. These include gaining familiarity with the various assessment instruments to gauge the language abilities of ELLs, resources on the web such as Colorin Colorado and other websites that offer rich instructional content for ELLs, access to classroom libraries, bilingual dictionaries, picture books, and a set of pedagogical best practices and professional resources to develop the capacity of all educators to meet the needs of ELLs. All guidance counselors consult regularly with the Assistant Principal of ESL and English to understand the course codes for ESL courses, to determine how to best place students in particular courses by triangulating data from several sources: LAB-R results, NYSESLAT results, ELL Periodic Assessments, and by gaining familiarity with student successes and failures by talking to ESL teachers.

3. All staff are provided with a minimum 7.5 hours of ELL training in order to meet the needs of ELLs. These trainings are held during citywide professional development days or during the Chancellor's conference day. The business manager maintains records of all trainings attended by school staff.

**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.



## E. Parental Involvement

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

1. Parents participate in monthly PA meetings with the Principal, parent representatives and the Parent Coordinator. The meetings are open to all teachers, counselors and administrators. All information is translated for parents. When no qualified personnel are available to translate in certain languages, the parent coordinator solicits the help of the translation and interpretation unit to translate key documents, such as entitlement, placement, and continuation of services letters. Parents are invited regularly to learn how to respond to social-emotional issues faced by students, such as emotional disorders, drug and substance abuse, sexual harassment, as well as to learn life skills such as how to use computers and conduct research.

2. Washington Irving High School's CBOs include the Relationship Abuse Prevention Program (RAPP), the YMCA, Sports and Arts in Schools Foundation (SASF), the School-Based Health Center and the Association for Progressive Dominicans (ACDP). SASF works with students, and their parents, in temporary housing. Our parent workshops are provided by ENACT, which is funded by 21st Century Community Learning Center Grant. They provide interactive workshops for parents in both Spanish and English about various parenting topics. The School-Based Health Center has bilingual staff, as well as the capacity to translate in any language.

3. Each student is assigned to a Small Learning Community (SLC) Team: Assistant Principal, Coordinator, Family para-professional and a Guidance Counselor. The family para-professional addresses students' day-to-day issues (i.e. the need for transportation passes) and makes visits to the homes of students after absences are recorded and parental contact is attempted. The guidance counselor prepares the student's program, holds case conferences with the student, addresses instructional and emotional challenges, and contacts and works with parents. The SLC Coordinator and Assistant Principal follow the academic and emotional progress of each student, encourage participation in after school activities and arrange for interventions when needed. The school evaluates the needs of the parents by surveying the parents as to which workshop or activities they would like to partake in to further their own literacy skills and to play an active role in the school to support their child's education. The school regularly communicates with parents through phone calls, letters home, and via the parent association to understand parents' needs and concerns and to develop a comprehensive plan to address said concerns.

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

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

## 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)?

## 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?

8. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Ms. Uceta offers beginner and intermediate ESL tutoring as well as teaches a Native Language Arts class every school day. In addition, Mr. Castillo offers tutoring in Social Studies; Mr. Gomez offers mathematics tutoring and Ms. Abrigo offers science tutoring. All the aforementioned individuals are licensed pedagogues. Targeted intervention programs for ELLs in ELA classes include technology and software programs designed to increase reading comprehension and literacy skills, such as Achieve 3000 and Method Test Preparation. Targeted intervention programs in math include use of the Apangea program to facilitate comprehension; targeted intervention program for social studies includes an emphasis on building academic and content-specific vocabulary so students can understand important concepts. Targeted intervention programs for science include use of Aventa learning systems, as well as doing virtual labs so visualization can be incorporated to support ELLs. After school programs for ELLs in the above-mentioned content areas also utilize many of the same targeted interventions.

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

10. The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the Aventa program, as well as the System 44 and Read 180 programs. The school's business manager is working on proposals to receive grants to purchase additional resources for ELLs.

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

12. ELLs participate in all extra-curricular activities and are members of all sports teams. All CBOs work with ELLs. The school invites ELLs to participate by posting informational flyers around the building, announcing the events on the PA system, publicizing the events via advisory courses and ESL courses; ELLs fully participate by being an integral part of the after-school activities: joining clubs and teams, participating in varsity sports, participating fully in designing and building products in the Robotics club, and participating fully in all after-school programs. The goal of supplemental services offered to ELLs is to build their literacy skills as well as their executive skills: study skills, critical thinking skills, decision making skills, as well as providing help in all content areas. The rationale is that many ELLs lack the study skills and self-discipline necessary to succeed in school, and therefore must be explicitly taught and coached these skills.

13. Every ELA, ESL and Social Studies classroom is equipped with a classroom leveled library. The school used the Title I Grant to purchase Smartboards for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. In addition, native language materials such as core curriculum libraries, as well as books in other languages: Spanish, Bengali, and Chinese, are regularly used as part of the instructional materials for the native language class and for ESL classes where students are at the pre-production level and the goal is to encourage students to read and then transfer the knowledge and skills to the English language.

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

15. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor as well as the advisory teacher in each SLC schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.

16. In June, an orientation is offered for incoming ELLs and their parents. The school hosts a FUN DAY for freshmen during which ELLs and their parents receive school information. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized.

17. ELLs participate in International Baccalaureate, Honors, and Advanced Placement English classes.

## 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?

8. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Ms. Uceta offers beginner and intermediate ESL tutoring as well as teaches a Native Language Arts class every school day. In addition, Mr. Castillo offers tutoring in Social Studies; Mr. Gomez offers mathematics tutoring and Ms. Abrigo offers science tutoring. All the aforementioned individuals are licensed pedagogues. Targeted intervention programs for ELLs in ELA classes include technology and software programs designed to increase reading comprehension and literacy skills, such as Achieve 3000 and Method Test Preparation. Targeted intervention programs in math include use of the Apangea program to facilitate comprehension; targeted intervention program for social studies includes an emphasis on building academic and content-specific vocabulary so students can understand important concepts. Targeted intervention programs for science include use of Aventa learning systems, as well as doing virtual labs so visualization can be incorporated to support ELLs. After school programs for ELLs in the above-mentioned content areas also utilize many of the same targeted interventions.

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

10. The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the Aventa program, as well as the System 44 and Read 180 programs. The school's business manager is working on proposals to receive grants to purchase additional resources for ELLs.

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

12. ELLs participate in all extra-curricular activities and are members of all sports teams. All CBOs work with ELLs. The school invites ELLs to participate by posting informational flyers around the building, announcing the events on the PA system, publicizing the events via advisory courses and ESL courses; ELLs fully participate by being an integral part of the after-school activities: joining clubs and teams, participating in varsity sports, participating fully in designing and building products in the Robotics club, and participating fully in all after-school programs. The goal of supplemental services offered to ELLs is to build their literacy skills as well as their executive skills: study skills, critical thinking skills, decision making skills, as well as providing help in all content areas. The rationale is that many ELLs lack the study skills and self-discipline necessary to succeed in school, and therefore must be explicitly taught and coached these skills.

13. Every ELA, ESL and Social Studies classroom is equipped with a classroom leveled library. The school used the Title I Grant to purchase Smartboards for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. In addition, native language materials such as core curriculum libraries, as well as books in other languages: Spanish, Bengali, and Chinese, are regularly used as part of the instructional materials for the native language class and for ESL classes where students are at the pre-production level and the goal is to encourage students to read and then transfer the knowledge and skills to the English language.

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

15. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor as well as the advisory teacher in each SLC schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.

16. In June, an orientation is offered for incoming ELLs and their parents. The school hosts a FUN DAY for freshmen during which ELLs and their parents receive school information. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized.

17. ELLs participate in International Baccalaureate, Honors, and Advanced Placement English classes.

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

## 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.

For Part V, "NYSESLAT modality analysis," there may appear to be an inconsistency in the number of students' score and the number of all ELLs that are reported in Part 1, Section D--Demographics. However, after a careful analysis of data, we have come to the following conclusion: the total population in Part 1 is based on the most current information, but the modality information is based on the NYSESLAT results from April 2011. Therefore, the two populations are fundamentally different and should not be compared. Students who just entered Washington Irving High School will not be reflected on the last school year's modality analysis, as the demographics are based on the current number of 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)?

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?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The school conducts professional development workshops throughout the year, focusing on differentiation through the use of instructional strategies. All English and ESL teachers as well as teachers from other content areas who teach ELLs participate in these workshops. Teachers then turnkey the knowledge in their grade level teams. The staff have attended the following Professional Development sessions so far this year: Danielson Training on teacher effectiveness; Title I training on how to use iPads in ESL classrooms, professional development on the use of software programs to accelerate reading and writing skills for ELLs, such as the Read 180 program, System 44 program, My Access and Achieve 3000 programs. In addition, staff attended the performance based assessment workshops to teach argumentative writing to students. The following network professional development workshops will be attended by ELL personnel: Instructional Expectations for ELLs on 11/9, Looking at Student and Teacher Work on 12/7, Authentic Assessments and Curriculum Maps on 1/11, Building Academic Language on 2/16, Persuasive to Argumentative Writing on 3/6, and Using Web 2.0 Tools on 5/1.

2. Staff are provided support in identifying interventions for struggling ELLs as they transition from middle to high school. These include gaining familiarity with the various assessment instruments to gauge the language abilities of ELLs, resources on the web such as Colorin Colorado and other websites that offer rich instructional content for ELLs, access to classroom libraries, bilingual dictionaries, picture books, and a set of pedagogical best practices and professional resources to develop the capacity of all educators to meet the needs of ELLs. All guidance counselors consult regularly with the Assistant Principal of ESL and English to understand the course codes for ESL courses, to determine how to best place students in particular courses by triangulating data from several sources: LAB-R results, NYSESLAT results, ELL Periodic Assessments, and by gaining familiarity with student successes and failures by talking to ESL teachers.

3. All staff are provided with a minimum 7.5 hours of ELL training in order to meet the needs of ELLs. These trainings are held during citywide professional development days or during the Chancellor's conference day. The business manager maintains records of all trainings attended by school staff.

## 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?

## E. Parental Involvement

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

1. Parents participate in monthly PA meetings with the Principal, parent representatives and the Parent Coordinator. The meetings are open to all teachers, counselors and administrators. All information is translated for parents. When no qualified personnel are available to translate in certain languages, the parent coordinator solicits the help of the translation and interpretation unit to translate key documents, such as entitlement, placement, and continuation of services letters. Parents are invited regularly to learn how to respond to social-emotional issues faced by students, such as emotional disorders, drug and substance abuse, sexual harassment, as well as to learn life skills such as how to use computers and conduct research.

2. Washington Irving High School's CBOs include the Relationship Abuse Prevention Program (RAPP), the YMCA, Sports and Arts in Schools Foundation (SASF), the School-Based Health Center and the Association for Progressive Dominicans (ACDP). SASF works with students, and their parents, in temporary housing. Our parent workshops are provided by ENACT, which is funded by 21st Century Community Learning Center Grant. They provide interactive workshops for parents in both Spanish and English about various parenting topics. The School-Based Health Center has bilingual staff, as well as the capacity to translate in any language.

3. Each student is assigned to a Small Learning Community (SLC) Team: Assistant Principal, Coordinator, Family para-professional and a Guidance Counselor. The family para-professional addresses students' day-to-day issues (i.e. the need for transportation passes) and makes visits to the homes of students after absences are recorded and parental contact is attempted. The guidance counselor prepares the student's program, holds case conferences with the student, addresses instructional and emotional challenges, and contacts and works with parents. The SLC Coordinator and Assistant Principal follow the academic and emotional progress of each student, encourage participation in after school activities and arrange for interventions when needed. The school evaluates the needs of the parents by surveying the parents as to which workshop or activities they would like to partake in to further their own literacy skills and to play an active role in the school to support their child's education. The school regularly communicates with parents through phone calls, letters home, and via the parent association to understand parents' needs and concerns and to develop a comprehensive plan to address said concerns.

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	3	5	2	14
Intermediate(I)										0	0	0	0	0
Advanced (A)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	4	3	5	2	14

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										5	12	8	3
	I										13	31	22	23
	A										12	10	13	15
	P										5	4	4	7
READING/ WRITING	B										6	10	9	5
	I										12	33	21	21
	A										11	8	14	17
	P										6	6	8	5

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	109		50	
Integrated Algebra	130	37	59	21
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	30		7	
Living Environment	105	35	67	20
Physics				
Global History and Geography	98	20	22	11
US History and Government	64		32	
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?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

## 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.

For Part V, "NYSESLAT modality analysis," there may appear to be an inconsistency in the number of students' score and the number of all ELLs that are reported in Part 1, Section D--Demographics. However, after a careful analysis of data, we have come to the following conclusion: the total population in Part 1 is based on the most current information, but the modality information is based on the NYSESLAT results from April 2011. Therefore, the two populations are fundamentally different and should not be compared. Students who just entered Washington Irving High School will not be reflected on the last school year's modality analysis, as the demographics are based on the current number of students.

## Part VI: LAP Assurances

<b>School Name: <u>Washington Irving High School</u></b>		<b>School DBN: <u>02M460</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernardo Ascona	Principal		
Rajeev Bector	Assistant Principal		
Harlington Ariza	Parent Coordinator		
Andrew Dinan	ESL Teacher		
Cherylyn Phillip	Parent		
Leela Ramotar / ESL	Teacher/Subject Area		
Rosa Uceta / ESL	Teacher/Subject Area		
Stephanie Iannuzzi	Coach		
	Coach		
Yolanda Bagley	Guidance Counselor		
Maria Cristina Jimenez	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M460      **School Name:** Washington Irving High School

**Cluster:** Groll      **Network:** Jimenez / Litrico

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

**Part A: Needs Assessment Findings**

---

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

We use student expanded data from HSST to identify the languages spoken by parents: such as Bengali, Spanish etc. The school provides information in two major languages: English and Spanish, but we use the translation unit for other languages.

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.

We found that the Bengali population and the French population was growing and that we needed to start communicating with them in their native languages. This is now taking place; the process was started as of last year, with Ms. Teresa Davis, former PA leader. After analyzing the data from #1 above, she concluded that we needed to translate in all the major languages.

## Part B: Strategies and Activities

---

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

The PA newsletters and the Principal's monthly newsletters will be translated, as well as information from the district. We also translate the document entitled, "Title I Parent Involvement Policy and Parent-School Compact for Washington Irving High School 02M460." Since these documents need to be translated on a monthly basis, we adhere to a set schedule. We use in-house personnel, such as faculty members. Mr. Abdullah translates for Bengali parents and Ms. Lin for Chinese parents.

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 provides oral interpretation services in Spanish since most of our parents attending the meetings are Spanish speakers. The school has allocated in its budget to contract outside vendors for languages other than Spanish. Nevertheless, the school is ready to utilize in-house staff members to interpret in languages other than Spanish.

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 fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by having an in-house team in place to assist with translation requests and to analyze possible language needs of parents. Through the program office, the school maintains an updated record of students' home languages. The Parent Coordinator already uses the Translation Unit Services, and in-house staff assist as needed.

**WASHINGTON IRVING HIGH SCHOOL (M460)**

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2011-2012**

**Form TIII – A (1) (a)**

**Grade Level(s)** 9-12      **Number of Students to be Served:** 225 **LEP** Non-LEP  
**Number of Teachers** 5      **Other Staff (Specify)** 1 Guidance Counselor

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

---

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

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

The rationale for these programs is based on cohort data which shows that it takes longer for ELLs to meet graduation requirements, specifically to graduate in four years, due to their language limitations. Additionally, LAB-R and NYSESLAT results indicate that 225 students are entitled to ESL services at Washington Irving.

Description of program: Beginning November 29, 2011 and ending June 8, 2012. Four days per week for 25 weeks.

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

Approximately 100 students are being served by the Title III program after school.

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

---

The third Friday of every month from Friday, January 20, 2012 through April 20, 2012 the Assistant Principal ESL will conduct professional development for the 5 teachers who are participating in the Title III instructional program. These will be four one hour sessions. The professional development will focus on increasing the use of academic and content-specific vocabulary for students, developing academic language for English Language Learners, the use of research based practices to raise academic rigor and assessment for learning strategies.

Teachers participating in the Title III program will attend off-site professional development activities offered by CFN 406. Pedagogues attending these training sessions will then turnkey training for their Title III colleagues. ESL teachers will use the professional development provided after school to create curriculum and assessments, to case-conference with our bilingual guidance counselors and to study professional materials.

**Parental Involvement:**

Among the issues faced by our ELLs are the problems faced by their parents who, themselves, lack the ability to communicate in English. In addition, parents find it difficult to acculturate to the educational system in the USA (which, in many cases, differs markedly from other educational systems) and have many questions and concerns regarding their status as immigrants. In most instances, parents of ELLs are incapable of supporting their children’s bi-cultural and academic growth because they have limited

support systems in their own communities. The CBOs aligned with Washington Irving High School focus, primarily, with assisting students. The parental involvement aspect of the Title III program at Washington Irving High School will focus on addressing the above mentioned issues. Parents will be invited for parenting skills workshops, for immigration-related questions and concerns, and for ESL and computer instruction on a monthly basis. The service providers will be one guidance counselor, the parent coordinator, one ESL teacher and the AP ESL. By offering these services to parents, the school will improve the achievement of students who are participating in the supplemental Title III program. These services will be offered the second Monday of every month for 1.5 hours.

**Form TIII – A (1) (b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 26,245	<p><b><u>After School Program:</u></b> Five ESL teachers will provide tutoring for the targeted ELL population for two hours weekly for the duration of 25 weeks. 5 teachers x 2 hrs x 31 wks x \$49.89 = \$15,466</p> <p>One supervisor will oversee the program, as there is no other operational program in the building, for two hours for the duration of 35 sessions. 1 supervisor x 2 hrs x 31 sessions x \$53.63= \$3,325</p> <p><b><u>Saturday Academy</u></b> One ESL teacher will provide tutoring and regents prep for the targeted ELL population for three hours for the duration of 20 sessions. 1 teacher x 3 hrs x 20 sessions x \$49.89 = \$2,993</p>

		<p>One supervisor will oversee the program, as there is no other operational program in the building on Saturday, for three hours for the duration of 20 sessions.  1 supervisor x 3 hrs x 20 sessions x \$53.63= \$3,218</p> <p><b><u>Parent Involvement:</u></b>  One guidance counselor will provide parenting skills workshops to the parents of the targeted ELL population for one and a half hours for the duration of eight sessions.  1 guidance counselor x 1.5 hrs x 8 x 53.63 = \$644</p> <p>One ESL teacher will provide parenting skills workshops to the parents of the targeted ELL population for one and a half hours for the duration of eight sessions.  1 teacher x 1.5 hrs x 8 x \$49.89 = \$599</p>
Supplies and Materials	\$2,935.00	<p><b><u>Textbooks/Libraries</u></b>  Kaplan SAT Foundations Review Books @ \$17 x 100 = \$1,700</p> <p><b><u>Instructional Supplies</u></b>  Postage for monthly mailing to ELL population to inform parents of workshops and ELL program updates = \$2,270</p>
<b>TOTAL</b>	<b>\$29,180.00</b>	