



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** WASHINGTON IRVING HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M460

**PRINCIPAL:** SARAH HERNANDEZ      **EMAIL:** [SHERNAN4@SCHOOLS.NYC.GOV](mailto:SHERNAN4@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MARISOL BRADBURY

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Sarah Hernandez	*Principal or Designee	
Gregg Lundahl	*UFT Chapter Leader or Designee	
Michael J. DeLa Cruz	*PA/PTA President or Designated Co-President	
Andrea Pena	DC 37 Representative, if applicable	
Robert Polanco Penelope Lopez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Rose Davis	Member/UFT	
Jan Hnyda	Member/UFT	
Nagi Hasan	Member/Parent	
Marcellime Thomas	Member/Parent	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. ***Teacher teams support individual teachers in analyzing data, and teachers consistently make efforts to learn from each other. However, there is unevenness in the expertise of teachers to use data to assess the instructional needs of students, reducing the quality of differentiated tasks and the impact on developing student work. – Quality Review 2010-2011, bullet #3 page 5***

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.  

<u>      </u> 2.2 School leader’s vision	<u>  X  </u> 2.4 School leader’s use of resources
<u>      </u> 2.3 Systems and structures for school development	<u>  X  </u> 2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.  
 Build teacher teams’ capacity to align units of study with the Common Core Learning Standards, in response to student learning needs.

**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 for ELL, Black and Hispanic students in the lowest third.
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

a) **Strategy:** Educational consultants from Teaching Matters, AUSSIE, and instructional leaders will collaborate with teachers and inquiry team members to institute the development of 2 units in each core content area to align with the Common Core State Standards and the 2012-2013 City Wide Instructional Expectations. Implementation of these units and development of performance based tasks and assessments will foster and advance teacher practice connected to using student data to identify gaps in performance. Teaching Matters and AUSSIE consultants will work with teachers and administrators to analyze data in the form of sample student work, item analysis reports of summative and formative assessments to identify instructional needs to improve student achievement. Content area inquiry teams will review ARIS item analysis data tool to identify student gaps on state assessments and implement strategies and skills using Universal Design for Learning. Purchase of equipment to support the use of technology for item analysis reports, textbooks and instructional videos to support professional development activities. Non-contractual transportation of staff to attend professional development workshops.  
**Activity:** Daily common planning time meetings with a weekly interdisciplinary component for review of student work and teacher progress towards meeting the Common Core State Standards and performance based assessment expectations. Weekly content area inquiry teams will work with assistant principal and educational consultants to identify gaps and develop differentiated strategies for curriculum development to improve instructional outcomes.

b) **Key Personnel:** Content area assistant principal and lead teacher will work with content area grade teams in implementing the CCSS units. Core content area inquiry teams will work weekly with Teaching Matters Coach to review item analysis data.

c) **Targets (Benchmark):** Implementation and teacher articulation of CCSS aligned units.

d) **Timeline:** Teachers will review student work for progress reflecting implemented strategies and use of established protocols for each marking period, and during common planning time five days a week.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*Consultants from Teaching Matters and AUSSIE will work with assistant principals and teachers on aligning the Common Core Standards and the City-wide 2012-2013 Expectations. Consultants will work with administrators to provide professional development and strategies for looking at data and student work to inform instruction.*

SUPERVISOR PER SESSION	ACADEMIC	\$7,092	TITLE /PRIORITY/FOCUS SWP	INQUIRY TEAM	M-F
CURRICULUM & STAFF DEVELOPMENT	PROFESSIONAL DEVELOPMENT	\$20,000	TITLE I PRIORITY/FOCUS SWP	COLLEGE AND CAREER READINESS/COMMON CORE STATE STANDARDS	March-June 1-2 days a week By Teaching Matters, AUSSIE, Instructional Leads and ELI.
SUPPLIES-GENERAL	ADMINISTRATIVE SUPPORT	\$5,000	SWP	NYS STANDARDS AND ASSESSMENTS	SCANNERS

TEXTBOOKS	CLASSROOM/CLUSTER	\$2,000	SWP	SUPPORTING GREAT TEACHERS AND LEADERS	BOOKS
TEXTBOOKS	PROFESSIONAL DEVELOPMENT	\$1,000	SWP	NYS STANDARDS AND ASSESSMENTS	BOOKS/VIDEOS
TRANSPORTATION OF STAFF-NON-CONTRACT	PROFESSIONAL DEVELOPMENT	\$6,000	SWP	COMMON CORE STATE STANDARDS	TRAVEL TO PD SITES
SUPPLIES-GENERAL	ADMINISTRATIVE SUPPORT	\$75,000	SWP	COLLEGE AND CAREER READINESS	HARDWARE (computers, ipads, laptops and printers for college office, classes, Small Learning Community offices and library). Recreational and instructional supplies and equipment for class instruction. Student incentives for academic progress, academic improvement, attendance improvement and perfect attendance recognition. Stationery and general office supplies for day and after school programs academic and enrichment programs.

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Although teachers are committed to ongoing refinement of standards-based curriculum maps, they currently do not consistently identify key standards that will lead to college readiness. The Common Core Standards pilot is promising, but other curricula does not yet build across grades and subjects, limiting rigorous concept development.– Quality 2010-2011, page 5

### Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*The goal for this academic year is to improve instructional strategy techniques centered around the Common Core Standards by focusing on the following:*

- *Designing Coherent Instruction*
- *Using Questioning and Discussion Techniques*
- *Using Assessment in Instruction*
- *Student Engagement*

### 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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- a) **Strategy:** *Building on the previous year's work, over the course of the 2012-2013 school year in the core content areas, weekly content area inquiry teams will work with assistant principals, lead teachers and educational consultants (from Teaching Matters and AUSSIE) to revise and implement two Common Core-aligned units. These units will align to the City Wide Instructional Expectations, the skills of text complexity, supports claims with text based evidence, identify and discusses author perspective, and assesses student learning with a rigorous performance task. Review of sample student work; text annotations, short response writing, and essays based on specified text to identify strengths and weaknesses and refine future lessons. Purchase of equipment to support the use of technology for item analysis reports, textbooks and instructional videos to support professional development activities. Non-contractual transportation of staff to attend professional development workshops. **Activity:** Weekly professional learning committee meetings, inquiry team and cabinet meetings to review item analysis of interim and formative assessments Common Core performance tasks. Final performance based assessments produced by the end of each semester, analyzed and discussed for strengths and weaknesses. Re-evaluation of curriculum maps for alignment with the Common Core Learning Standards.*
- b) **Key personnel:** *Content area teacher teams, assistant principals, and educational consultants will work during common planning time to select, analyze, and discuss text appropriate to lessons based on complexity and purpose.*

- c) **Targets (Benchmark):** Increase in the 2013 four year graduation rate by at least 5%. Increase in the 2013 four and six year weighted diploma rate.
- d) **Timeline:** During common planning time teachers will review and revise curriculum maps to align with the CCSS to reading and writing of complex informational text.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*Consultants from Teaching Matters and AUSSIE will work with assistant principals and teachers on aligning the Common Core Standards and the City-wide 2012-2013 Expectations. Consultants will work with administrators to provide professional development and strategies for looking at data and student work to inform instruction.*

SUPERVISOR PER SESSION	ACADEMIC	\$7,092	TITLE /PRIORITY/FOCUS SWP	INQUIRY TEAM	M-F
CURRICULUM & STAFF DEVELOPMENT	PROFESSIONAL DEVELOPMENT	\$20,000	TITLE I PRIORITY/FOCUS SWP	COLLEGE AND CAREER READINESS/COMMON CORE STATE STANDARDS	Faculty monthly meetings with a focus on the City-wide Expectations and the Common Core State Standards. March-June 1-2 days a week By Teaching Matters, AUSSIE, Instructional Leads and ELI.
SUPPLIES-GENERAL	ADMINISTRATIVE SUPPORT	\$5,000	SWP	NYS STANDARDS AND ASSESSMENTS	SCANNERS

					<p>Learning Community offices and library).  Recreational and instructional supplies and equipment for class instruction. Student incentives for academic progress, academic improvement, attendance improvement and perfect attendance recognition.  Stationery and general office supplies for day and after school programs academic and enrichment programs.</p>
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### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.  
*Differentiated grouping with targeted tasks is a consistent practice; but unevenness in teachers' comfort with differentiation, in particular the delivery of supports and extensions, results in inconsistent opportunities for all students to meet higher level goals. – Quality Review 2010-2011, bullet #2 page 5*

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.  
*To deepen collaboration between teachers and administrators to provide a nurturing environment for all students that is conducive to academic achievement and supports school culture in response to student learning needs.*

#### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation
- a) **Strategy:** *Implementation of the 2012-2013 City Wide Instructional Expectations and the Common Core Standard. Teachers and administrators will focus on these expectations in department and common planning time meetings to, strengthen teacher skills and coordinate knowledge of content, of students, and of resources in planning lessons and units, with a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The school will create after school programs to provide multiple points of access for diverse (Bengali, Step, band, chess enrichment and expanded learning programs)) student population and students with special needs (blended li-learn) to achieve targeted goal. Saturday Academy to support our ELL population with science curriculum. **Activity:** Frequent Informal and formal observations with pre and post observation conferences providing timely feedback for instructional improvement. Common planning time meetings instructing teachers on the use of ARIS data in designing informed and structured classroom groups.*
- b) **Key personnel:** *Content area assistant principal and lead teacher will work with content area grade team teachers in the unpacking of the Common Core Standards, with a focus on improving student group implementation. Assistant principals will review lesson structure and group design through the use of pre-observation discussion tool and conferences.*
- c) **Targets (Benchmark):** *Teachers in each core content area class will develop student groups with instructional strategies to take advantage of student*

strengths. During goals meetings, scholarship conferences, midyear, and year end reviews, teacher progress will be discussed, reviewed, and highlighted for strengths and possible areas for improvement differentiated grouping.

- d) **Timeframe:** During each semester teacher instructional progress will be monitored based on feedback from formal and informal observation reports as well as teacher inter-visitations.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*Consultants from Teaching Matters and AUSSIE will work with assistant principals and teachers on aligning the Common Core Standards and the City-wide 2012-2013 Expectations. Consultants will work with administrators to provide professional development and strategies for looking at data and student work to inform instruction.*

TEACHER-REGULAR GRADES-PER SESSION	ENRICHMENT	\$3,333	TITLE /PRIORIT Y/FOCUS SWP	EXPANDED LEARNING TIME	Wed. 3-4 Chess
TEACHER-REGULAR GRADES-PER SESSION	AFTER/BFORE SCHOOL STUDENT PROGRAMS	\$9,235	TITLE /PRIORIT Y/FOCUS SWP	AIS	Blended Learning for students with IEP's-M-W-F 2:49-3:44 BOXING-W-3:30-5:30 STEP TEAM-T&R-3-4
TEACHER-REGULAR GRADES-PER SESSION	AFTER/BFORE SCHOOL STUDENT PROGRAMS	\$5,129	TITLE /PRIORIT Y/FOCUS SWP	AIS	9-12 PM on Saturdays

	MS				
TEACHER-REGULAR GRADES-PER SESSION	STUDENT PROGRA MS	\$3,333	TITLE /PRIORIT Y/FOCUS SWP	EXPANDED LEARNING TIME	ROBOTICS-M&W 3-4:30 BENGALI-W-3-4:3
TEACHER-REGULAR GRADES-PER SESSION	STUDENT PROGRA MS	\$6,675	TITLE /PRIORIT Y/FOCUS SWP	EXPANDED LEARNING TIME	BAND-R-3:00-5:00

SUPPLIES - GENERAL	ADMINISTRATIVE SUPPORT	\$75,000	SWP	COLLEGE AND CAREER READINESS	HARDWARE (computers, ipads, laptops and printers for college office, classes, Small Learning Community offices and library). Recreational and instructional supplies and equipment for class instruction. Student incentives for academic progress, academic improvement, attendance improvement and perfect attendance recognition. Stationery and general office supplies for day and after school programs academic and enrichment programs.
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**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*The scores from the Safety and Respect section of the Learning Environment Survey reflected the following. More than three quarters of students surveyed agreed, that most students in my school just look out for themselves. Slightly less than half of students surveyed responded that they agree, that students threaten or bully other students at school. – Learning Environment Survey 2011-2012, Student Response-Safety and Respect pages 10-11*

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.  
To improve cohesiveness of student and staff community.

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- a) **Strategy:** *The school is in the process of revamping its discipline protocol with the focus on a community service platform. The school will designate a guidance counselor to organize a series of community service opportunities while working in tandem with the assistant principal of security, deans, SLC coordinators, and other guidance staff to develop a strong community service program to promote a sense of ownership and community engagement. The school will continue to work with Princeton Center for Leadership Training in the pursuit of developing and promoting peer leadership, which enables and inspires educators to more fully engage their students in learning and to be better connected to their schools. Social workers from Counseling Schools will work with teachers of day school and after school programs, guidance counselor, small learning community coordinators and parents to build a healthier and safer teaching and learning environment for the school community. Educational consultants from Counseling in Schools, College Summit and after school college and career advisors will work with students, teachers, to help motivate and equip students to make responsible decisions about their social behavior, academic progress, post-secondary education and career goals. Small Learning Communities will continue to celebrate and support student success through awards ceremonies, individual student grade conferences, internships, partnerships with CBOs and SLC specific events and trips. **Activity:** Weekly SLC core team meetings to review discipline reports and referral requests. Referral system for students with discipline issues or social emotional concerns to SLC guidance, SLC coordinators, school based support, and/or SLC assistant principals. Princeton Leadership students will provide peer workshops on conflict, bullying, and development of self-respect.*
- b) **Key personnel:** *Designated community service teacher, SLC core team consisting of a coordinator, dean, guidance counselor, social workers and assistant principal. Princeton Leadership teacher and peer leaders.*
- c) **Targets (Benchmark):** *Improvement in student response scores to the Safety and Respect section of the 2012-2013 Learning Environment Survey.*
- d) **Timeline:** *June 2013*

**Budget and resource alignment**

• Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Social workers from Counseling in Schools will work with SLC team members to provide additional emotional and academic support to our at-risk students from our current senior graduating class. Student will receive awards and Incentives for improvement in attendance perfect attendance, improvement in academic and citizenship.

GUIDANCE COUNSELOR PER SESSION	COMMUNITY SERVICE/AIS COUNSELOR	\$5,270	TITLE /PRIORITY/FOCUS SWP	COLLEGE AND CAREER READINESS	COMM. Serv. (1Xwk) AIS ALL COHORTS (2Xwk)
EDUC. & REC. FOR YOUTH SERVICE CONTRACTS	PUPIL PERSONNEL SERVICES	\$6,214	TITLE I PRIORITY/FOCUS SWP	AIS	COUNSELING IN SCHOOLS FRIDAYS 8:30-3:30
EDUC. & REC. FOR YOUTH SERVICE CONTRACTS	PUPIL PERSONNEL SERVICES	\$19,000	TITLE I PRIORITY/FOCUS SWP	COLLEGE AND CAREER READINESS	COLLEGE SUMMIT
SUPPLIES-GENERAL	ADMINISTRATIVE SUPPORT	\$75,000	SWP	COLLEGE AND CAREER READINESS	HARDWARE (computers, ipads, laptops and printers for college office, classes, Small Learning Community offices and library). Recreational and instructional supplies and equipment for class instruction. Student incentives for academic progress, academic improvement, attendance improvement and perfect attendance recognition. Stationery and general office supplies for day and after school programs academic and enrichment programs.

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*The responses from the 2011-2012 School Environment Survey section on Communication reflected the following; Sent home information on services to help students or parents such as: tutoring, after-school programs, or workshops adults can attend to help their children in school. 23% of respondents indicated, 3 or 4 times each year and 23% responded rarely or never. – School Environment Survey 2011-2012-Section on Communication-page 14*

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility

6.3 Reciprocal communication                       6.5. Use of data and families

### **Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance *in developing your goals*.  
Increase training and communication with parents to maximize students' academic and emotional strengths.

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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. Provide information to help parents understand college readiness and the Common Core standards.
  - d) timeline for implementation.
- a) Strategy: School will deepen the use of PupilPath (Skedula) a web based browser that provides parents with student progress data, based on schedule, period and daily attendance, state assessment data, etc. as well as provides parents the opportunity to submit feedback based on teacher anecdotes and student progress. School has instituted the use of the software platform Naviance, which maximizes student success and effectiveness to promote college and career readiness. This program will help teachers, administrators, students, and parents maximize success with the college application process by using personalized learning, academic planning, post-secondary enrollment, and providing student support solutions. The school has used the phone master system and parent newsletters to disseminate information about afterschool tutoring, after school clubs, make up courses, student progress report, PSAT, SAT and Regents exams. Activity: Conduct workshops to provide training for parents on the fundamentals of using the internet, understanding of Common Core Standards, the use of PupilPath (Skedula) and ARIS. Assistant principals of supervision will review target groups from inquiry team target population to make sure their child attend after school tutoring sessions to prepare for state assessments. The school will work with consultants from Counseling in Schools and College Summit to monitor students in danger of not meeting graduation requirements by providing counseling services, following up with teachers, tutors and guidance counselors.
- b) Key Personnel: Educational consultants, parent coordinator, college and career exploration advisors, and assistant principal.
- c) Targets (Benchmark): Survey Parents Association members to determine as a school wide community whether parents feel there has been adequate

communication regarding tutoring, after-school programs, the college application process, and workshops.  
 d) Timeline: Spring 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

social workers from Counseling in Schools and an after school guidance counselor will work with teachers (including Extended Day program teachers) other counselors, and support staff to make decisions, discuss strategies and monitor student progress for day and after school programs.

Assistant principals will be hired to conduct workshops for parents on the Common Core Standards.

SUPERVISOR PER SESSION	ACADEMIC	\$7,092	TITLE /PRIORITY/FOCUS SWP	Parent Engagement	M-F
GUIDANCE COUNSELOR PER SESSION	COMMUNITY SERVICE/AIS COUNSELOR	\$5,270	TITLE /PRIORITY/FOCUS SWP	COLLEGE AND CAREER READINESS	COMM. Serv. (1Xwk) AIS ALL COHORTS (2Xwk)
EDUC. & REC. FOR YOUTH SERVICE CONTRACTS	PUPIL PERSONNEL SERVICES	\$6,214	TITLE I PRIORITY/FOCUS SWP	AIS	COUNSELING IN SCHOOLS FRIDAYS 8:30-3:30
EDUC. & REC. FOR YOUTH SERVICE CONTRACTS	PUPIL PERSONNEL SERVICES	\$19,000	TITLE I PRIORITY/FOCUS SWP	COLLEGE AND CAREER READINESS	COLLEGE SUMMIT

				<p>instructional supplies and equipment for class instruction.</p> <p>Student incentives for academic progress, academic improvement, attendance improvement and perfect attendance recognition.</p> <p>Stationery and general office supplies for day and after school programs academic and enrichment programs.</p>	

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>Tutoring sessions</li> <li>Wilson Reading Program</li> <li>Make-up classes</li> </ul> <p>Total number of students (36)</p>	<p>Small group tutoring sessions.</p> <p>Small group instruction. Individual Instruction</p>	<p>After-school program</p> <p>Day school program Before and after school.</p>
Mathematics	<ul style="list-style-type: none"> <li>Tutoring sessions</li> <li>iLearn blended learning make-up classes.</li> </ul> <p>Total number of students (68)</p>	<p>Small group tutoring sessions.</p> <p>Small group instruction.</p>	<p>After-school program</p> <p>Day school program</p>
Science	<ul style="list-style-type: none"> <li>Tutoring sessions</li> <li>iLearn blended learning make-up classes.</li> <li>Lab make-up classes</li> <li>Saturday Academy</li> </ul> <p>Total number of students (125)</p>	<p>Small group tutoring sessions. Small group tutoring sessions.</p> <p>Small group instruction. Individual Instruction Individual Instruction</p>	<p>After-school program</p> <p>Day school program</p> <p>Saturday Academy</p>
Social Studies	<ul style="list-style-type: none"> <li>Tutoring sessions</li> <li>Tutoring sessions for ESL students</li> <li>iLearn blended learning make-up classes.</li> </ul> <p>Total number of students (123)</p>	<p>Small group tutoring sessions.</p>	<p>After-school program</p> <p>Day school program</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>Grade Conferences</li> <li>At-risk juniors and seniors mentoring program, to improve attendance and increased their trajectory toward graduation. The Mentors and counselors worked closely with juniors and seniors to monitor their progress towards graduation.</li> <li>Individual Counseling</li> </ul> <p>Total number of students (231)</p>	<p>By cohort One-to-one</p> <p>One-to-one</p>	<p>At the end of every marking period. Day school &amp; after-school.</p> <p>Day school</p>

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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

*Consultants from Teaching Matters and AUSSIE will work with administrators, lead teachers and professional learning teams to develop the use of evidenced-based instructional practice and the effective use of data to improve student achievement in ELA, math, science and social studies.*

*School leaders and teachers will use professional common planning time meetings to adjust their practice as they work together to understand the learning needs of all students, including students with disabilities and English language learners, in order to support them in developing the qualities and skills necessary to succeed in college and careers.*

*Instructional leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development on the Common Core State Standards and to support improved practice in identified competencies.*

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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.



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
--	------------------------------	--	-------------------------------

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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 ESL program; the school ensures that ELL-SWDs whose IEP mandates bilingual instruction are referred to the AP, PPS who then works with the parents to go over alternative placement options by finding programs and schools that would best fit the needs of the student.

7. The school uses multiple strategies to meet the diverse needs of ELL-SWDs: utilizing the IEP, flexible scheduling, all testing modifications as per the IEP and ESL mandates, use of NYSESLAT test results and the Pearson Diagnostic, and instruction in an ESL classroom in addition to a class designated on the student's IEP. We schedule classes and assign paraprofessionals where needed to assist students so that students receive both the ESL and IEP modifications.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

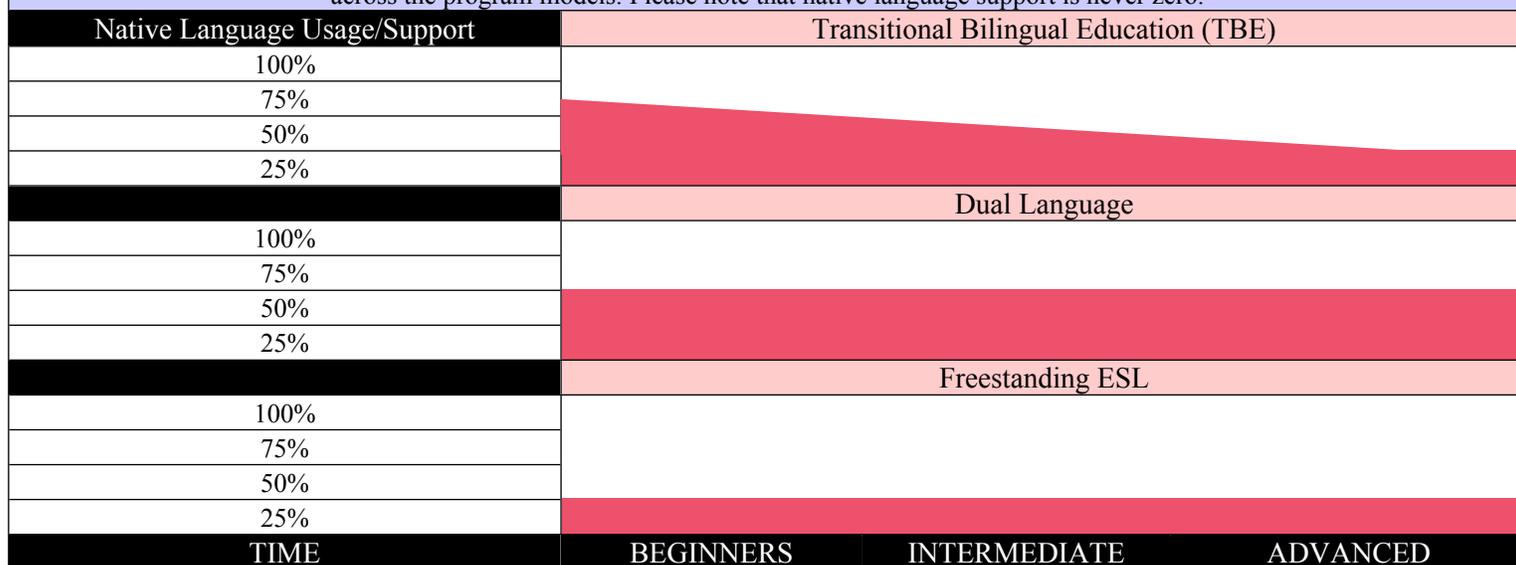
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.

### **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?
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 harrassment, 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.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										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**

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

1. The school uses a number of assessment tools to assess the early literacy skills of ELLs, such as Fountas and Pinnell, ELL Periodic Assessments such as the Pearson Diagnostic, Level Set Assessments administered via the Achieve 3000 program, as well as the LAB-R and the NYSESLAT assessments. The data is carefully examined and yields considerable information regarding the number of ELLs who need extensive support in different modalities: reading, writing, speaking, or listening, as well as trends in the performance of different sub-groups, such as newcomers, SIFE, and long-term ELLs. This data informs our instructional plan because it drives differentiated programming based on student needs and levels of language acquisition and allows us to offer more small-group and differentiated learning activities.

2. The data patterns on the NYSESLAT modality analysis reveal that most of our students in grades 9, 10, 11 and 12 score on the Intermediate level, followed by the advanced level in both listening/speaking and reading/writing modality aggregates. The number of students who score at the Beginner level decrease as they progress through high school. Moreover, by grade 10 and 11, many of our students have progressed to the Intermediate level.

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

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

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

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

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

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

### Additional Information

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

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

School Name: <u>Washington Irving High School</u>		School DBN: <u>02M460</u>	
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**

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

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

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

The 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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Washington Irving High School	DBN: 02M460
Cluster Leader: Jose Ruiz	Network Leader: Steven Chernigoff
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 140
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 7

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

- ELA ,math social studies and science Regents/RCT Exam preparation
- Tutoring in all content areas in their native language as well as in English
- Provide opportunity for credit accumulation and make-up work to increase graduation rates

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 140 students are entitled to ESL services at Washington Irving.

Beginning October 6, 2012 and ending June 10, 2013. 25 weeks.

Languages of instruction: English and Spanish

- After school ESL classes and tutoring sessions offered on 3 to 4 days a week. English Regents tutoring is offered.
- Basic and Intermediate ESL classes
- Certified math teacher with bilingual extension will offer preparation for State Exams and monitor courses for credit accumulation and make-up courses.
- Core content area teachers will offer additional support to increase level of college readiness for our ELL population.
- 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.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: The professional communities will focus on content-specific UDL strategies to improve student academic outcome for our English Language Learners. Teachers participating in the Title III program will attend off-site professional development activities offered by CFN 610. Pedagogues attending these training sessions will then turnkey training for their Title III colleagues. Instructional Leaders provide professional development during commom planning time (five days a week) as well as, montly faculty and department meetings Consultants from Teaching Matters serve as the lead facilitators using data to look analyze assessments and student work.

### Part D: Parental Engagement Activities

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

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

Begin description here: 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. The service providers will include: guidance counselor, parent coordinator, ESL teachers and school administrators. Instructional Leaders provide professional development during commom planning time (five days a week) as well as, montly faculty and department meetings Consultants from Teaching Matters serve as the lead facilitators using data to look analyze assessments and student work.Guidance counselors, school administrators, 21st Century CBO, Door representative, Success Mentors and our School-Based Health Clinic will provide the following activities:

September 6, 2012- Parents Welcome Back to School Night from 7:00-8:00pm

October 3, 2012- Senior Night from 6-9 (Cleary Gottlieb Law Firm partner)

October 4, 2012- Junior Night from 6-8 pm to review SAT, PSAT and graduation requirements.

November 13, 2012- Parents Child Abuse Prevention Workshops from 7:00-8:00pm Library

December 6, 2012- Dealing with Peer Pressure Workshop from 10:00- 11:00 a.m. in Library

**Part D: Parental Engagement Activities**

December 11, 2012 Peer Pressure and Decision Making Parent Workshop from 7:00-8:00 p.m.

January 17, 2013- Financial Aid Night

March 14, 2013- ARIS Parent Link Training

March 15, 2013- ARIS Parent Link Training

January 8, 2013- computer internet navigation class session I

February 5, 2013-computer internet navigation class session II

March 12, 2013- computer internet navigation class session III

April 9, 2013- computer internet and social media session I

May 14, 2013- computer internet and social media session II

June 4, 2013- computer internet navigation and social media session III

Parents will be notified via monthly newsletters, phone master, school web site and backpack notices.

**Part E: Budget**

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

Allocation Amount: \$23844

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	???	
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>		

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

Allocation Amount: \$23844

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$23854.92	