



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: E.A.R. WEST SIDE HIGH SCHOOL

DBN : 03M505

PRINCIPAL: JEAN MCTAVISH

EMAIL: JMCTAVI@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

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

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- *To improve teacher pedagogy*
- *To increase teacher repertoire of research based instructional strategies in order to make the pedagogical shifts required by the CCSS.*

Comprehensive needs assessment

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

We have analyzed many years of data and concluded that we need to improve teacher pedagogy so that it is aligned with College Readiness expectations in order for our students to succeed after high school.

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 1. *Administer a pre and post survey on the use of targeted teaching strategies*
 2. *Revise Family Group curriculum to mirror the AVID elective class*
 3. *Use Family Group Neighborhood Professional Learning to teach WICOR strategies in a low risk academic setting. Teachers will be expected to transfer this learning to their subject area classes.*
 4. *4 working groups will analyze student work and teacher work generated from the Common Core Standards aligned units and tasks through their lens of expertise (Rigor/WICOR; Common Core Alignment; Universal Design; and Technology). The working groups will provide feedback to departments and teacher teams with regard to teaching strategies utilized and rigor or cognitive demand.*
 5. *Teachers will maintain a notebook of professional learning which includes new learning in the areas of explicit strategy instruction, brain based instruction, culturally relevant instruction, and AVID and other literacy strategies*

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
- AVID parent workshops will be conducted 4 times per year.

Budget and resources alignment

- Indicate your school's Title I status: x 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.

 x Tax Levy x Title I Title IIA x Title III Grants Other

If other is selected 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).
- We will participate in all Common Core related professional development programs and workshops provided through the Network.
- We will continue to participate in City programs for the development of effective Common Core aligned programs and instruction.
- The Principal, Assistant Principal and Network specialists will review the school periodically to assess the development and coordination of these programs.
- Co-mingled funding including Title I money will be made available to support this effort and therefore bring the benefits of City, State and Federal funding into cooperation.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 1. To align current curriculum to the Common Core Standards
 2. Teacher teams will continue to develop and teach curricular units and tasks aligned to the CCSS as described in the Citywide Instructional Expectations during each trimester this year.

Comprehensive needs assessment

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

The Citywide Instructional Expectations Requires this curriculum revision.

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 1. *Instructional Lead Teachers and others will participate in the Common Core Lab sponsored by the DOE*
 2. *Above mentioned teachers will incorporate the Literacy Design Collaborative templates and the Mathematical Design Collaborative tasks in the classes they are teaching.*
 3. *Departments will continue to develop curricular units and tasks aligned to the CCSS in accordance with the Citywide Instructional Expectations*
 4. *Teacher and student work generated by these efforts will be analyzed by each working group and by the Common Core Lab team.*
 5. *Feedback from each multidisciplinary working group will be brought back to the department for consideration and unit or task revision.*
 6. *Departments and working groups will document best practices and lessons learned.*

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
 1. Our final curriculum will be shared with parents at a Curriculum Night in September of 2013.

Budget and resources 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.

 x Tax Levy x Title I _____ Title IIA x Title III _____ Grants CCLS Lab \$ Other

If other is selected 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).
- We will participate in all Common Core related professional development programs and workshops provided through the Network.
- We will continue to participate in City programs for the development of effective Common Core aligned programs and instruction.
- The Principal, Assistant Principal and Network specialists will review the school periodically to assess the development and coordination of these programs.
- Co-mingled funding including Title I money will be made available to support this effort and therefore bring the benefits of City, State and Federal funding into cooperation.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 1. To continue to develop a technology and data culture within the school
 2. To use a variety of data systems and software to improve communication with students, families, teachers, administration, and other school staff
 3. To use a variety of data systems and software to improve student outcomes.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 1. Students and their families need to be able to view student progress in real time in order to increase motivation and school and family collaboration.

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 1. *Teachers will post assignments and grades in Skedula so that students, parents, and teachers can check student progress at anytime from anywhere.*
 2. *Administration will use STRIVE to standardize walkthrough and observation feedback that is both actionable and timely*
 3. *Parent coordinator will use School Messenger to increase communication with parents*
 4. *Technology Working group will explore current tech. possibilities that exist in our school and develop professional learning sessions to increase use by teachers.*
 5. *Technology working group will develop a Personal Learning Network online.*

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
 1. Our parent coordinator will conduct a Pupil Path training prior to each parent meeting at the school. She will also do one on one training when parents come to school for other business.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).
- The Principal, Assistant Principal and Network specialists will review the school periodically to assess the development and coordination of these programs.
- Co-mingled funding including Title I money will be made available to support this effort and therefore bring the benefits of City, State and Federal funding into cooperation.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

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	<ol style="list-style-type: none"> 1. Tutoring 2. PM School 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 	<ol style="list-style-type: none"> 1. Student Lunch Period 2. After School
Mathematics	<ol style="list-style-type: none"> 1. Tutoring 2. PM School 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 	<ol style="list-style-type: none"> 1. Student Lunch Period 2. After School
Science	<ol style="list-style-type: none"> 1. Tutoring 2. PM School 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 	<ol style="list-style-type: none"> 1. Student Lunch Period 2. After School
Social Studies	<ol style="list-style-type: none"> 1. Tutoring 2. PM School 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 	<ol style="list-style-type: none"> 1. Student Lunch Period 2. After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Speech 2. Counseling (clinical social work, guidance, SPARK) 3. School Based Health Clinic 	<ol style="list-style-type: none"> 1. Individual 2. Individual and Group 	<ol style="list-style-type: none"> 1. Push in and Pull out 2. During School Day 3. Before, during and after school

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.

We have extensive opportunities for professional learning at EARWSHS. In addition to daily professional development and common planning/Inquiry, we have hired 3 consultants to coach teachers during the school day. We participate in the professional development provided by the Common Core Lab as well as CFN 108. Teachers are also able to choose from a wide variety of professional learning opportunities which include conferences, institutes and workshops during the school year and summer.

Our recruitment is limited to using candidates recommended by candidates hired centrally by the NYCDOE.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

Edward A. Reynolds West Side High School

PARENT INVOLVEMENT POLICY

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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



EDWARD A. REYNOLDS

WEST SIDE HIGH SCHOOL

140 WEST 102ND STREET

NEW YORK, NEW YORK 10025

TEL: 212-678-7300

FAX: 212-678-7380

JEAN MCTAVISH, PRINCIPAL

Denise, Ribeiro, A.P. Supervision

Mark Chenault, A.P. Supervision

Lilit Suffet, A.P. Administration

EDWARD A. REYNOLDS WEST SIDE HIGH SCHOOL **PARENT INVOLVEMENT POLICY**

1. Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. Edward A. Reynolds supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Title I parent meetings, Curriculum Night, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

2. OUR PLAN WILL ENSURE THAT ALL PARENTS, INCLUDING WORKING PARENTS AND PARENTS OF STUDENTS WITH SPECIAL NEEDS WILL BE AFFORDED THE OPPORTUNITY TO PARTICIPATE.

The administration has arranged for the Principal or Assistant Principal to be available on any morning by appointment as early as 7 am and as late as 6 pm in the evening. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The school has set up a 24-hour hotline in English and Spanish to get vital information to all parents. The school regularly updates its website to make information about the school available to all parents. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

3. OUR MECHANISMS AND PROCEDURES FOR INFORMING PARENTS IN A TIMELY FASHION OF MEETINGS, WORKSHOPS, AND OTHER OPPORTUNITIES AVAILABLE TO PARENTS.

In addition to the above-mentioned website, the administration regularly distributes to every child all bulletins in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. School Messenger is used to alert or remind parents or special events or circumstances within the school as well as alerts them about student absences or outstanding student achievement.

4. PARENTS ARE INVOLVED IN A DECISION-MAKING CAPACITY, INCLUDING THE SCHOOL LEADERSHIP TEAM.

Parents are asked to complete a needs assessment at the beginning of the year. The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meeting and through phone calls if a particular issue arises. There are five parents on the School Leadership Team. After a ten-day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The Parent Executive Board and the Title I parent rep were asked to sign off on the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan, which is the culmination of discussions with all constituencies.

5. WE WILL ASSESS THE EFFICACY OF OUR PARENT INVOLVEMENT PLAN.

We will monitor the attendance of parents of all school functions and by asking for feedback from the parents. To this end, we have established an interactive box on the website so that parents can communicate at any time with the administration or the parent teachers association.

6. WE INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL-PARENT COMPACT?

The Compact developed after a series of meeting between the parents and the administration. A meeting was held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting was held to elect a new executive board and new Title I parent representatives. Following that there was a Meet the Administration Night where parents voiced their issues. There was another general meeting and open forum for parents and the parent members of the School Leadership Team were elected. Following that, at the next Executive Board Meeting, the School Parent Compact was developed.

7. WE INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL PARENT INVOLVEMENT PLAN.

The School Parent Involvement Plan evolved in the same manner as the School Parent Compact, through a series of general and executive board meetings wherein the parents' voices were heard.

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 Sumita Kaufhold	District 03	Borough Manhattan	School Number 505
School Name West Side High School			

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

Principal Jean McTavish	Assistant Principal Denise Ribeiro, AP, ESL
Coach N/A	Coach N/A
ESL Teacher Helene Papageorge	Guidance Counselor Tyler Small
Teacher/Subject Area Laura Dallabetta, Science	Parent Josefina Perez
Teacher/Subject Area Margaret Butler, S Studies	Parent Coordinator Yvette Fernandez
Related Service Provider Global Kids	Other TBA
Network Leader Sumita Kaufhold	Other TBA

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

D. School Demographics

Total number of students in school	451	Total Number of ELLs	33	ELLs as share of total student population (%)	7.32%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

1.a West Side High School is a transfer high school. The majority of our students come to our school from other city high schools, other students come to us from the DOE intake office (out of state students) and rarely we have students coming from other counties. (Students in this last category have been enrolled in a DOE public school at some time in their lives).

We have the following procedures at our school to identify ELL students. These steps include:

The initial intake is conducted by Jackie Fiore, Science teacher with the parent coordinator interviews the students with the parent/guardian present. to identify students' educational needs, especially ELL students.

During this intake, all information is explained in Spanish and other needed home languages so that the parents understand each step of the admission process and all ESL program choices offered by NYCDOE: Transitional Bilingual, Dual Language and Freestanding ESL. If a family speaks another language we find a speaker of that language among our staff to translate. Our staff speaks the following languages: Spanish, Portuguese, French, Mandingo, Ukrainian, Hebrew, Chinese, Haitian Creole, Italian and Arabic. Parents learn about the options for their child's education and further explain that we have a 'freestanding' ESL program at our school. We talk about what each program has to benefit students. We also talk about the features of the three programs.

Student transcripts and report cards are analyzed to ascertain if the student who is transferring to our school was/is an ELL student.

*does a preliminary analysis of the transcript and looks at the English credits the student has achieved.

*If the nomenclature for ESL appears on a course Denise Ribeiro AP, ESL licensed) is called into the process to meet with the student and the parents. Students need at least 20 credits and two passed regents exams. The student must be at least 16 years old. (At this point we work solely with the transcript the student supplies and information from the interview. We do not have records /reports from ATS because the student is still enrolled and is still on the roster of another school.

*If a student is coming from out of state the student generally comes from the DOE intake office and a ELL designation LAB-R to be administered is on the folder. The parents do the home language survey there. If a student comes directly to our school and has never attended a New York City public school then we give the family a Home Language survey.

When student records arrive from his/her former school we look for the home language survey. Students from out of state come through the main intake office and are flagged for the LABR test which is administered by Denise Ribeiro. within the 10 day window.

1b. Jackie Fiore, a licensed science teacher conducts the initial screening. Yvette Fernandez, Parent Coordinator assists. Denise Ribeiro, AP, ESL certified works with identifying and interviewing ELL students and administers the LAB-R. Students eligible for the Revised Lab are generated from ATS (LBR).

1c. All ESL designated students take the NYSESLAT which is administered by Denise Ribeiro, AP,ESL educator each spring. The roster of students eligible to take NYSLAT is generated from ATS (RLER). Students are flagged at the door and given a pass to take this exam. Every day the students are flagged to complete all parts of this exam.

During this initial meeting parents are asked a series of questions involving the student's educational background. (Where did you formerly go to school?, Were you born in the United States?, If so, when did you come to the United States?)

Students then asked write a paragraph in English about their lives. When the student is formally admitted records are checked through ATS and Aris for the students, ELL/Special Ed status (CAP) status, and background information (SIFE, arrival dates in an American school, years in an ELL program). We also check the records sent by former school to see the Home Language Survey. On ATS we check the NYSESLAT scores and the breakdown of these scores. The levels of speaking, reading, writing is ascertained.

2. Parents are informed of the three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL) in their native language and in English. We speak to them about our 'freestanding' program in which content area teachers, Margaret Butler (Social Studies,ESL) and Laura Dell betta, (Science, ESL) licensed are taught by certified ELL teachers with materials in English. Teachers use ESL methodology (scaffolding, level, books of varying complexities, graphic mapping and reading/writing strategies.

3. Entitlement letters are sent out to our parents in Spanish and other languages that are needed. Format of these letters were taken from the DOE ELL Resource area and the Toolbox. Parent surveys and Program Elections for those students new to the NYC school system are placed in the students' folders and then into their permanent record files when they arrive at our school. The intake teacher is responsible for all forms during the process. Parent choice is honored. Once again it is important to note that we have a 'freestanding ELL program' and that we are a transfer school.

4. At our high school right we currently have a 'freestanding ESL program'. Should we find that a sufficient number of L's desire a Dual Language or a Transitional Bilingual Program, then we will open up these additional programs to serve the students. If a parent's option is transitional bilingual we then assist the parent in finding a program and/or we call high school placement to interview and place the student in the desired program. We honor parent choice and we thoroughly communicate with parents about the instructional program we have and the other options at different schools (Liberty HS, Lower East Side Pre, George Washington Campus schools and Luperon, to name a few schools that have a 'transitional bilingual program'.

5. Parent choice has overwhelmingly been our 'freestanding ELL program'. We have 33 EL students whose parents have opted for this program. We have not had any parents request a 'transitional bilingual program'.

6. We are a transfer high school. Our program model is aligned with parent request. Parents come to our school for their youngsters to have a new start. They have not achieved success at their former high schools. The students are under credited for their cohort.

6b. We have a strong alignment of parent choice and program offerings. The Parent Surveys of the DOE point to parents' satisfaction of the education their sons/daughters are receiving at our school

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	24

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	4			5			24		15		33
Total	4	0	0	5	0	0	24	0	15		33

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											11	17	3	31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	11	17	3	31									

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.a. We have a free standing ESL program and certified ELL teachers in different departments: Science, Social Studies. Our AP is ELL licensed. Our classes are ungraded. The classes are heterogeneous with mixed proficiency (high intermediate to Advanced). these classes meet for one hour each day. Ell students are programmed to be in these content regents classes depending on their programs. They are in an ELL/ELA transitional English class with Helen Papageorge who has an ELL extension and with Denise Ribeiro for support.

2. We have an ELA transitional teacher who uses ELL strategies and methodologies in the class, a Living Environment teacher (with labs), ESL certified, a Social Studies teacher who is ESL licensed. Intermediate and advanced ELL learners have 300 minutes per week of either or both, Living Environment, Electives, ELL/ELA, Global Studies with certified ESL teachers. Students also take Spanish/NLA. Each classes is for one hour. Depending on their graduation requirements they are taking taking various content classes with ELL certified teachers. ESL classes are part of the students requirements. All programming for L students are preslugged for these classes before actual programming begins.

3. ELL students who have received 3-6 years of service are earmarked for leveled content area texts, differentiated instruction, extra tutoring during lunchtime for individual attention, scaffolded tasks, understanding cognate, conventions and engaging materials including texts from their cultural heritages, AVID strategies, Cornell notetaking-listening skills, and college readiness, resume writing, research papers.

Materials used are: Living Environment

4. a. We do not have SIFE students. The AP formerly supervised SIFE programs and has a a curriculum she developed for Spanish English literacy. The need for this curriculum is not present at our school.

b. We do not have new arrival students from their homelands. We are a transfer school and take students who are overage and undercredited.

c. Students who have received services for 4-6 years are services with ESL methods and strategies revolving around the acquisition of academic and reading/writing skills, scaffolded essay writing, fiction and non fiction leveled and age appropriate, analyzing literature, conventions of English, cognate awareness. Students receive differentiation based on their performance on the NYSESLAT>

d. Long term L's receive ELA prep and or electives in College Reading/Writing, as well as college/career skill building.

e. Special Needs students receive an enriched curriculum based on their performance on NYSESLAT and their IEP's. Graphic mapping, leveled texts, one on one instruction, content area support, lunchtime tutoring, regents and RCT prep, career and college skills.

5a. We do not have SIFE students. Should these type of students come to our school we will implement the following: Assessment of Literacy level in the students' native language, counseling to support the social and emotional needs. We will have ELL,NLA, Social Studies in both languages to advance the students literacy.

5b. We do not have a plan for ELLs in US less than three years (newcomers) because we never had these students in our school. We do not have beginning ESL classes, SIFE students or any bilingual eduction programs. Should we have newcomers we will hire certified

A. Programming and Scheduling Information

instructors to meet the instructional needs of the students.

5c.

5d.

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				
Social Studies:				
Math:				
Science:				

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

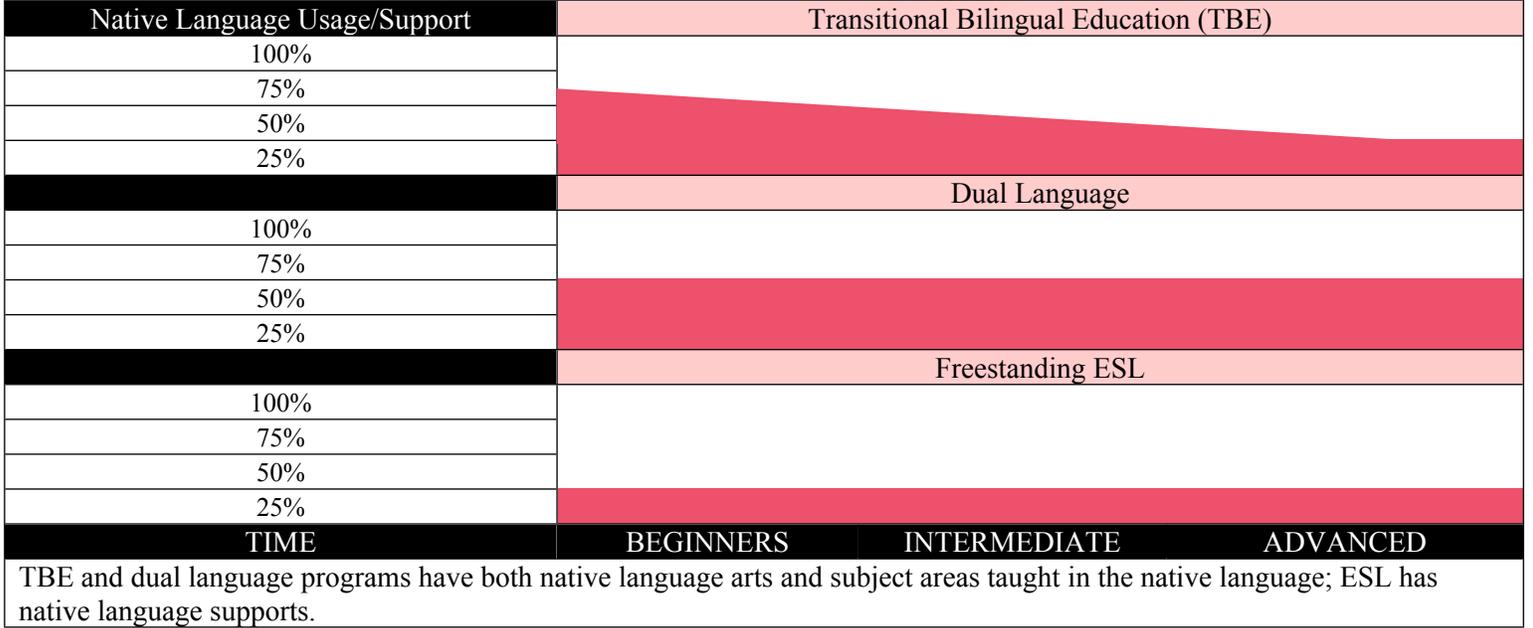
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language 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.



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. For ELA prep and electives we have individual tutoring during lunch, AM and PM small classes, Saturday regents prep nad RCT prep, Family Group peiod 1 each day is devoted to work with students to construct academic goals with a path to achieve success (attendance, grades) and to assist students in dealing with their daily lives in and out of school. We have 4 social workers at our school and a counselor.
9. Transitional support is given during lunch tutoring, AM and PM classes, time testing modifications, and the Family Group teacher as a mentor and a troubleshooter.
10. We are expanding programs and services with ELL students. We now have more courses in science (chemistry, horticulture, global cooking, wellness and healthy families).
11. Extra curricula: PSAL sports, wellness, rugby, gardening, cooking, yoga Global Kids all supplement our curriculum and are open to ELL students. They are enrolled in these activities and classes.
12. We have four computer rooms equipped with dragon, Regents prep programs, reading and writing programs, and Novanet.
13. ESL engaging materials of all levels and in Spanish, library books, cultural fiction, dictionaries, bilingual dictionaries, content magazines.
14. Our services support our ELL's ages and levels.
15. We have orientation before the students first day of school and give them a tour of the building. Our ELL students range from 16 years old to 21 years old
16. We offer the following electives: College Writing, World literature, Forensics, Diseases, Philosophy, American literature, Relationships and others.
17. We offer Spanish to our ELL students.

C. Schools with Dual Language Programs

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

17..N/A

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
<ol style="list-style-type: none"> We provide group and individual professional development for all teachers of ELL students. They have access to all resources available to chart ELL progress (NYSESLAT scores disaggregated, disaggregated regents scores, Family Goup attendance charts which includes academic progress,. Teachers learn about ELL methodology and strategies: scaffolding texts, graphic mapping, tackling academic reading, writing conferencing) and support with the Common Core Standards with performance indicator Our students have already attended other high schools and made the transition. We do offer daily support to ELL students in their first period family group class.

E. Parental Involvement

<ol style="list-style-type: none"> Describe parent involvement in your school, including parents of ELLs. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? How do you evaluate the needs of the parents? How do your parental involvement activities address the needs of the parents?
<ol style="list-style-type: none"> At all of our parent outreach activities we have bilingual staff and teachers communicating with our ELL parents. Flyers, and phone calls home are conducted in Spanish and English. We have college night for our parents, Financial Aid seminars, Aris training, and celebration dinners with the Parent Coordinator. We have the Ryan Health Center, Global Keds, Health Corp. and Wellness Program Parents fill ourt a survey and come to talk to the Parent Coordinator about their concerns. We align parent activities with interesting tasks that will advance their learning and understanding of our school's mission: financial aid, computer technology, doing income taxes, understanding ARIS and the GED.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYSESLAT Modality Analysis

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

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	23		19	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	25		16	
Physics				
Global History and Geography	12		7	
US History and Government				
Foreign Language	29		27	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. Our students transfer here and have credits from other high schools some from out of state. We do not have newcomers with transcripts from other countries. We analyze the student's transcript first for credits which are necessary for programming (L's) and graduation requirements. On an ongoing basis we assess student performance on regents exams, NYSESLAT, Acuity and inhouse uniform midterms and finals. We disaggregate all exams and analyze ELL performance. This is done by Family Group teachers, subject area teachers, counselors and administrators.
2. Students develop stronger vocabulary, academic, reading comprehension skills, and cognitively challenging lessons. Students require more focused writing assignments with focused scaffolded lessons.
3. This gives teachers insight into student performance. It is another piece of information on student performance which affects teachers' lesson planning and performance tools. (More graphic organizers, tap into prior knowledge, choice of reading materials and presentation of lessons.
4. We disaggregate the periodic assessments to ascertain areas requiring more focus.
5. N/A
6. We assess the success of our ELL program for L's as evidenced on their regents/RCT examinations, credit accumulation and the graduation rate.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>West Side High School</u>		School DBN: <u>03M505</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jean McTavish	Principal		10/1/11
Denise Ribeiro	Assistant Principal		10/1/11
Yvette Fernandez	Parent Coordinator		10/1/11
Helene Papageorge	ESL Teacher		10/1/11
	Parent		10/1/11
Margaret Butler	Teacher/Subject Area		10/1/11
Laura Dellabetta	Teacher/Subject Area		10/1/11
N/A	Coach		10/1/11

School Name: West Side High School

School DBN: 03M505

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
N/A	Coach		10/1/11
Tyler Small	Guidance Counselor		10/1/11
Sumita Kaufhold	Network Leader		10/1/11
	Other		10W/1/11
	Other		1/1/01
Yvette Fernandez	Other <u>Parent Coordinator</u>		10/1/01
Denise Ribeiro	Other <u>AP/ELL</u>		10/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M505 School Name: West Side High School

Cluster: 1 Network: CFN108

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

Part A: Needs Assessment Findings

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

We have a questionnaire that asks parents their language preference in receiving written communication and in orally communicating with our school.

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

Parents prefer receiving school information/ documents translated into Spanish and prefer speaking Spanish and English when they come to our school for academic information about their children. Teachers and staff were informed that we have translators and interpretation services for communication readily available.

Part B: Strategies and Activities

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

Our translation services are executed by in-house school staff. The parent coordinator translates documents in a timely manner. all forms we send out are translated into Spanish. We have in-house staff to translate into other languages when the need arises.

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.

We have bilingual staff (Spanish) who translate our written information disseminated to parents and we have bilingual Spanish speakers who participate in parent meetings and come to our school for information. We also know that we can use the Translation Department of the NYCDOE and the ELL Resource area for other languages. Our staff is fluent in the following languages: Spanish, Arabic, French, Mandingo, Portuguese, Polish, Ukrainian.

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>.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: E.A.R. West Side High School	DBN: 03M505
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Vacation school
Total # of ELLs to be served: 52
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: West Side High School ELL students are serviced during the school day by our ESL teacher who is also licensed in Social Studies. Additionally we have an English teacher who is currently completing her ESL license to be able to provide additional supplemental instructional services to our ELL students.

West Side High School has Saturday Academy and Vacation School to provide supplemental instruction that includes services for ELLs. This service provides our ELL students the necessary rigorous instructional support to improve college readiness. During school vacations and on the 6 Saturday's prior to the administration of Regents Exams, we offer classes designed specifically for ELLs and former ELLs that focus on study skills, academic and test specific vocabulary development, identification of key words in test questions or passages, as well as the organization of written responses to test tasks.

We have a freestanding ESL program. Content area teachers receive push-in ESL instructional support and professional development from the assistant principals.

Our materials consist of textbooks and former regents exams in English, Math, Global History, American History and Living Environment (Spanish version also). The materials we use supplement the textbook from classes. These materials have visuals and manipulatives, complemented with videos to advance understanding. Materials are of different text complexities and are accompanied with a glossary in the native language of the students.

Part C: Professional Development

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

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

Begin description here: Professional learning benefits ELL teachers in advancing their ELL practices in relation to their content area. The teachers who receive specific ELL training teach ELA Regents Preparation class, English Selectives, Social Studies classes, Science and math.

We have weekly professional inquiry learning groups (Wednesdays 8:15 to 9:00) and twice-weekly department meetings at our school for all content area teachers (Tuesdays and Thursdays from 8:15 to 9:00). The certified ESL teacher participates in these weekly and twice-weekly meetings. Common Core aligned units and student work generated are reviewed with particular attention paid to the needs of

Part C: Professional Development

ELLs and former ELLs. All teachers have strategy wheels to help them address the unique needs of ELLs. As a result of our work this fall, we plan to hire an AUSSIE consultant to work with us in the area of academic language development. These 10 days of professional development will help all content area teachers to improve the effectiveness ELL strategies in the classroom. These sessions will include classroom coaching.

All of our professional development emphasizes methods and strategies to advance reading and writing skills across all content areas. Particular attention will be paid to instructional shifts required for CCLS implementation as it specifically pertains to ELLs.

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: Our ELL students came to our transfer school to realize their goal of graduation in a different instructional environment. Their parents are eager to understand graduation requirements, the grading system, college choices and financial aid. They have expressed difficulties in coping with their children who are being raised in the United States. Workshops are organized around these themes.

Parents are notified of these meetings in Spanish (the predominant home language of our ELL students) and English. We have ongoing translation services for school documents, postings, meetings and workshops. Our Spanish teacher, the bilingual parent coordinator, and other bilingual staff members communicate with parents about outreach events in their native language, Spanish and languages other than English. Procedures are in place for bilingual staff members to speak with parents/guardians in their native language.

Parent Workshops occur throughout the school year occur and ELL parents attend for these bilingual workshops. Topics covered are: "When will my child graduate? Reviewing your child's transcript", "How to listen so teens can talk and how to talk so teens can listen", "Preventing your child from substance abuse" as well as college application and financial aid training.

The exact dates for the 2012-2013 school year are still being finalized. Topics are included by month:

October: New Students and Parent Meetings (Intake teacher, parent coordinator, principal, dean, counselor)

November: New Parents' Orientation - School expectations, reading a transcript, credit system, services

Part D: Parental Engagement Activities

December: When will my child graduate? ARIS, Skedula and reading a transcript

February: College Financial Aid for Parents

March: Winter Academic showcase and performances of after school classes

April: Talking to your teen

May: Health and Nutrition Fair

Part E: Budget

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

Allocation Amount: \$

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

