



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: GEORGE WESTINGHOUSE HIGH SCHOOL

DBN (i.e. 01M001): 13K605

Principal: JANINE L. KIERAN

Principal Email: JKIERAN1@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: KATHY PELLER

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Janine L. Kieran	*Principal or Designee	
Rita Albritten	*UFT Chapter Leader or Designee	
Tyrone Lawson	*PA/PTA President or Designated Co-President	
Noemy Alamo	DC 37 Representative, if applicable	
Christina Ruiz Mahmudul Hassan	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Janet Glickman	Member/ UFT	
Mark Mbu	Member/ UFT	
Joe Arzuaga	Member/ CSA	
Ivette D. Hines	Member/ Parent	
Charise Brody	Member/ Parent	
Loretta Edwards	Member/ Parent	
Claudine Lawrence	Member/ Parent	
Melvin Irby	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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
- 1. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 13K605

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	702	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	22	# SETSS	5	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	10	# Drama	N/A
# Foreign Language	22	# Dance	N/A	# CTE	55
School Composition (2012-13)					
% Title I Population	68.6%	% Attendance Rate			81.9%
% Free Lunch	73.1%	% Reduced Lunch			6.4%
% Limited English Proficient	2.1%	% Students with Disabilities			17.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American			78.5%
% Hispanic or Latino	16.2%	% Asian or Native Hawaiian/Pacific Islander			3.3%
% White	1.0%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	4.21	# of Assistant Principals			5
# of Deans	1	# of Counselors/Social Workers			5
% of Teachers with No Valid Teaching Certificate	1.7%	% Teaching Out of Certification			18.6%
% Teaching with Fewer Than 3 Years of Experience	20.7%	Average Teacher Absences			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	62.5%	Mathematics Performance at levels 3 & 4			40.8%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			66.5%
6 Year Graduation Rate	72.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			N/A
Economically Disadvantaged	No				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
The 12-13 SCEP focused the work in our school, and as a result 2 goals were met; specifically, "School leaders will conduct frequent class visits and provide teachers with meaningful feedback based on the Danielson Rubric a minimum of 6 times per year." Goal 1 (Tenet 2) and "To improve parents' communication skills as well as to increase the percentage of parents who agree with the statement, "My child's teacher(s) gives helpful comments on classwork and tests" by 5% on the 2012-2013 LES. A total of 337 parents took the survey last year and 175 of them responded that they agreed with the statement which is 52%. Therefore in order to increase the 52% by 5%, an additional 17 parents will respond that agree with the statement in order to meet this goal." Goal 5 (Tenet 6). School leaders conducted 6 visits for each teacher and teachers received consistent feedback and support. This led to 85% of teachers reporting in the 2012-2013 Learning Environment Survey that they agreed or strongly agreed with the statement "School Leaders give me regular and helpful feedback about my teaching." In addition, a comparison of the 2012 to 2013 school survey reports indicated a 9% increase in parent satisfaction with feedback given to their child on classwork and exams. Parent satisfaction increased because they received consistent feedback on their child's progress from teachers and the school through letters, phone calls and our automated phone system.				
Describe the areas for improvement in your school's 12-13 SCEP.				
The 12-13 SCEP had goals that were not met. Specifically, "Teachers' proficiency in their use of assessment in instruction (Danielson Rubric) will be increased by 5% from fall to spring term as evidenced by observation and informal feedback reports by June 2013." Goal 2 (Tenet 3) Also, "Teachers will provide instructive and meaningful feedback to students to inform students' next steps to improve learning outcomes. There will be a 5% increase developing to effective as measured between teachers' midyear and end year data from the Danielson competency 3D – Using Assessment in Instruction – Teacher Effectiveness rating." Goal 3 (Tenet 4) Moving forward, we will ensure that we conduct interim assessments of our goals to identify possible adjustments that may need to be implemented in order to be on track to meet our goals.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Barriers include: time to develop SMART goals that are aligned and supported by data; educating all members of the school community so that they are fully aware of the goals and plans for implementation, and ensuring that interim assessments occurred throughout the school year				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
The 12-13 SCEP was fully implemented; however, the ability for teachers to stay after school for professional development was limited. Many of our staff teach in an evening diploma completion program or are in graduate school				
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/>	<input checked="" type="checkbox"/>
If all the goals were not accomplished, provide an explanation.				
We over-estimated teachers' ability to engage in after school per-session professional development opportunities. However, teachers continue to work toward using assessment in instruction and providing students with meaningful feedback on a regular basis during dedicated planning periods – common planning and common preparation periods.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Barriers include: Measures of Student Learning (MOSL) teachers' understanding about the impact of the new teacher evaluation system, expectations and implementation; Measures of Teacher Practice (MOTP) teachers' understanding about Danielson Rubric, expectations and implementation; time to develop SMART goals that are aligned and supported by data; educating all members of the school community so that they are fully aware of the goals and plans for implementation, and ensuring that interim assessments occurred throughout the school year.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
HS Combined ELA & Math Performance Level at or below cut point among economically disadvantaged students; graduation rate below 60% in subgroups among students with disabilities (SWD) % Hispanics, and combined 2009-10 & 2010-11 ELA & Math student growth percentile below State Average among SWD, Hispanics and economically disadvantaged students.				
Describe how the school leader(s) will communicate with school staff and the community.				
Once per month, the following teams meet to communicate with our community: School leadership team (SLT) meetings; Parent				

Teacher Association (PTA) meetings; school wide faculty and department conferences. In addition, on any given day, one or all of the following methods of communication are used: phone messages, emails and school mailings.

Describe your theory of action at the core of your school's SCEP.

As we improve teacher leadership and professionalism, we will build capacity that will lead to improved student outcomes.

Describe the strategy for executing your theory of action in your school's SCEP.

Teacher teams – content, inquiry, school improvement (community events, effective school practices, data, and interdisciplinary connections under the umbrella of a school design team) – have been established. Teacher leaders meet with school leaders and educational consultants each day in an effort to guide the work and provide professional development. Common planning occurs on a daily basis; each day has a specific focus: Mondays/Tuesdays – teachers meet for content area planning, Wednesdays/Thursdays – teachers meet in self-selected school improvement teams, and on Fridays – grade level inquiry teams of teachers meet.

List the key elements and other unique characteristics of your school's SCEP.

Ongoing reflection and monitoring of progress to assess outcomes and identify our next steps are key elements of our work.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Lead teachers have volunteered to facilitate teams and have taken an active role in identifying school wide goals and strategies for effective implementation.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
“This year, I received helpful training on the use of student achievement data to improve teaching and learning.” 17% of teachers surveyed answered “disagree” or “strongly disagree” to this statement on our 2012 – 2013 Learning Environment Survey.			
Review Type:	School Survey	Year:	12-13
		Page Number:	17
		HEDI Rating:	N/A

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 there will be a 5% increase in HEDI ratings as documented in MOTP in Using Assessment in Instruction (3D) from the initial observation to the final observation.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Initial planning conferences will be conducted for every teacher to identify an observation cycle preference and professional goals. Every teacher selected one goal, and the school wide goal for all teachers is to improve the use of assessment to inform instruction. 2. A monthly calendar of professional development opportunities is provided to faculty to enhance their ability to meet the needs of all students through effective feedback. Opportunities include one to one coaching sessions, lab-site visits, and after-school and Saturday workshops. There will be a minimum of four after school professional development sessions dedicated to the use of assessment in instruction for teachers. 3. Leadership professional development. Members of the cabinet will meet with educational consultants to develop targeted professional development plans for struggling teachers as well as to create a three year school improvement plan that uses interim assessments of teacher and student progress.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. School leaders and teachers. 2. School leaders, educational consultants, teachers and network personnel 3. School leaders, educational consultants
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. A 5% increase in MOTP ratings in 3D 2. A minimum of 40% of teachers will attend voluntary professional development sessions; MOTP ratings; student work products which will be used to identify sub-skill deficits that will inform next steps in instructional planning. 3. School leaders’ attendance at professional development; an increased consensus of MOTP ratings, and the development of a three year action plan.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 – June 2014 2. September 2013 – June 2014 3. September 2013 – June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Prior to October 25, 2013, three school leaders have been assigned a group of teachers each; scheduling of observations takes place on an individual basis based on school leader and teacher availability. 2. Three educational consultants at a total of 2 days per consultant; 9 after school professional development sessions for 10 teachers @ 1.5 per session hours = 135 hours, and 1 supervisor for 3 hours for each session = 27 hours of supervisor per-session hours

3. 2 Saturday professional development sessions at 3 hours each for three school leaders = 9 hours of supervisor per-session.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI			X			PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
"The lack of a strategic approach to deepen and extend thinking during whole class and group discussion structures limits amplified exchanges of students and their ownership and use of critical thinking skills during collaborative conversations as evidenced by student work products that show missed opportunities to move to the next level."											
Review Type:	QR	Year:	12-13	Page Number:	6	HEDI Rating:	E				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.											
X	3.2 Enact curriculum					3.3 Units and lesson plans					
X	3.4 Teacher collaboration			X		3.5 Use of data and action planning					

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014 teachers will use the strategic approaches developed by grade level inquiry teams (grade 9/justification; grade 10/annotation; grade 11/question formulation, and grade 12/Cornell note-taking to be used as a tool to frame guiding questions for discussion) to deepen and extend thinking during whole class and group discussions. The evidence of student progress (student work products and rubrics) will be incorporated into teachers' data binders.										

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.										
A. Strategies/activities that encompass the needs of identified subgroups										
<ol style="list-style-type: none"> Teachers on inquiry teams will co-construct strategic approaches to extend students' thinking and collaborative discussions. The strategies will be shared with teachers for their use across the grade in all subject areas. Teachers who apply to the Saturday workshops will co-construct unit plans with interdisciplinary connections that deepen and extend critical thinking. They will be supported by school leaders and educational consultants. A teacher leader will facilitate two meetings per week of the Interdisciplinary Connections School Improvement team to conduct research and develop supports for inter-disciplinary curricular connections. Professional development will be offered to teachers who opt to participate in after school and Saturday workshops to assist them in using the identified strategies that will lead to increased discussion based on rigorous text. 										
B. Key personnel and other resources used to implement each strategy/activity										
<ol style="list-style-type: none"> School leaders, teachers, educational consultants School leaders, teachers, educational consultant School leaders, teachers, educational consultants, students and parents 										

4. School leaders, teachers, educational consultants
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher ratings for 3B in the MOTP will increase, and an increased use of rich and relevant texts will be seen in classrooms to promote rigorous conversations that are guided by questions at Depth of Knowledge (DoK) levels 3 and 4.
2. 22% of our teachers will attend Saturday sessions and work products' alignment to the CCLS.
3. Team binder that includes weekly agendas, sign in sheets, reflection forms, proposals, research and artifacts.
4. MOTP will indicate increased ratings in 3B; student work products will illustrate improved annotation of rigorous texts as a way of preparing for discussion.
D. Timeline for implementation and completion including start and end dates
1. January 2014 – June 2014
2. February 2014 – June 2014
3. December 2013 – June 2014
4. January 2014 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Content area planning sessions; embedded educational consultant support for 14 days for a total of 7 hours per day during the school day.
2. Four Saturday workshops at 5 hours for 10 teachers = 200 hours of teacher per-session; one supervisor at 20 hours of supervisor per-session, and 2 educational consultants for four Saturday workshops.
3. One teacher for 50 hours of per-session, an educational consultant for 14 days for a total of 7 hours per day during the school day.
4. Four after school professional development sessions; 1.5 hours for 20 teachers = 120 per-session teacher hours and 3 hours x 4 for 1 supervisor = 12 per-session supervisor hours

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
"While there is a clear focus on and adherence to common assessment practices, not all student learning needs are fully addressed during class and through written feedback on work products. Therefore, a clear and precise picture of student progress in learning is not evident in all grades and subjects, thus hindering the school's capacity to support all students in demonstrating mastery in all content areas and skills."											
Review Type:	QR	Year:	12-13	Page Number:	6	HEDI Rating:	E				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.											
X	4.2 Instructional practices and strategies						4.3 Comprehensive plans for teaching				
X	4.4 Classroom environment and culture					X	4.5 Use of data, instructional practices and student learning				

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014 teachers will provide daily verbal actionable feedback on students' use of the strategic approaches developed by grade level inquiry teams to a minimum of five students in the lowest third per class. Written feedback will be given to students on a monthly basis at minimum. This will result in a 5% increase in student											

performance from the fall to spring term as evidenced on teacher developed performance based tasks.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teacher content and inquiry teams will use a Critical Friends protocol to assess written feedback to ensure that it is actionable and aligned to the rubric a minimum of once per month.
2. Teachers will maintain a data binder to document feedback to students to enhance progress. Teachers were provided with the following list of items to be included in their data binders: 1. Goals: school wide instructional/cultural; professional, and class; 2. A curriculum map; 3. Unit plans (UBD format; at least two per term): a unit test (possibly a pre & post-test but at least a post-test); formative assessments; a performance based assessment; at least two lead up tasks for the performance based assessment; samples of student work with actionable feedback that is aligned to the rubric; 4. Data from assessments and your reflections: the data should have an analysis with a plan to use the data to inform instruction; there should be an indication of how data is used to group students; there should also be a gap analysis for the performance based assessment; 5. Instructional plans for special needs students (IEPs, ELLs and Students in the lower third)
3. A lead teacher will facilitate data team meetings as they work toward developing exemplars of data binders to support teachers who will engage in the development and evaluation of actionable feedback for students.
4. Six professional development sessions will be offered to teachers that delineates samples of actionable feedback based the rubric for each grade level strategy.

B. Key personnel and other resources used to implement each strategy/activity

1. School leaders, teacher leaders, teachers, and educational consultants.
2. School leaders, teacher leaders, teachers, data specialist, educational consultants
3. School leaders, one teacher leader from the data team, the data specialist, educational consultants
4. School leaders, teachers, educational consultants, network personnel

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Each teacher's data binder will include one example of high, medium and low student work with feedback per term.
2. Data binders will be shared at content team meetings, MOTP feedback
3. Team binder that includes weekly agendas, sign in sheets, reflection forms, proposals, research and artifacts.
4. MOTP will indicate an increased use of actionable feedback as measured by an increase in teachers' scores on the Danielson component 3D; a 50% increase of student work products will have evidence actionable feedback that is aligned to a rubric in the spring term as compared to the fall term.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. December 2013 – June 2014
3. December 2013 – June 2014
4. January 2014 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher team meetings; inter-visitations; lab-site visits, and embedded professional development by educational consultants for 15 days (7 hours per day).
2. Teacher content team meetings: 2 times per week for 45 minutes each day
3. One teacher for 50 hours of per-session, an educational consultant for 15 days (7 hours per day).
4. Four after school professional development sessions; 1.5 hours for 20 teachers = 120 per-session teacher hours and 3 hours x 4 for 1 supervisor = 12 per-session supervisor hours

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
----------	---------------------	--	-----------------	----------	-----------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
“Most students at my school treat each other with respect (5.5 out of 10)”			
Review Type:	School Survey	Year:	12-13
		Page Number:	11
		HEDI Rating:	N/A

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) 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.			
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
On the 2013 – 2014 school survey the average response of students who agree with the statement “Most students in my school treat each other with respect” will improve to a rating of 6 out of 10.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers from the Effective School Practices team designed a Restoration Room model that will enable students to reflect on how their inappropriate behavior may lead to poor academic outcomes. Classroom teachers have been provided with referral and reflection forms their information and use. When students are sent to the room; they are provided with an opportunity to reflect through a discussion and writing process.
2. Teachers from the Effective School Practices team as well as a school leader and educational consultant designed a pilot program for student advisory scheduled to begin in the spring term. 30 Tenth grade students have been selected who are representative of all categories: on track and at risk. These advisory groups will meet once per week; the advisories will be supported by two teachers who have been trained in Restorative Circles as offered by the Office of School and Youth Development.
3. The creation of a positive system of support for students across grade levels. This will include grade wide student recognition programs that occur every marking period for those students who pass all classes and have exhibited positive behavior in school.
4. The implementation of a respect for all curricula for all students during the spring term. This will be incorporated into English classes.
5. A lead teacher will facilitate the effective school wide practices team to ensure the successful implementation of the Restoration Room and the pilot student advisory program.
6. We will schedule a retreat for students who have been suspended or have been referred by staff in an effort to build positive relationships and develop better decision making strategies.
7. Professional development offered through the Office of Youth Development (OSYD) on the Restorative Circles approach. A consultant will provide support for 14 days to two teachers who completed the Restorative Circles trainings as well as to teachers who are running student advisories.
8. Increased number of after school programs and clubs. A total of 5 additional clubs will be formed, and the school’s library will be open from 3:30 to 5:00PM four days per week.
9. Professional development offered through a staff retreat to design a sustainable plan to support students’ social and emotional developmental health. A total of 25

staff members will participate.

B. Key personnel and other resources used to implement each strategy/activity

1. School leaders, three teachers, students and parents. Teachers' programs have been designed so that they are available to be in the Restoration Room to work with students who have been referred.
2. School leaders, teachers, educational consultant, school support staff, 30 grade 10 students and parents. Students will be in advisory one time per week; parents will be invited in for two conferences per term to update them as to their child's progress.
3. School leaders, teachers, school support staff, students and parents
4. School leaders, teachers, school support staff, students and parents
5. School leaders, one lead teacher; four teachers on the effective school wide practices team and an educational consultant
6. School leaders, teachers, support staff, students, parents and Outward Bound program
7. Seven teachers (two of whom completed training in Restorative Circles; five of whom will be running advisories) OSYD, and an educational consultant
8. Five teachers, school leaders, parents and students.
9. Five school leaders and 20 teachers; Replications educational consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher and student reflection forms, parent conference outcomes and student progress. Reflection forms will indicate that students use the Restoration Room for appropriate self-monitoring purposes, and feel more confident returning to class.
2. A reduced number of incident reports and improved attendance and academic progress for thirty 10th grade students who are in the advisory program.
3. A reduced number of incident reports and improved attendance and academic progress; an increase in scholarship reports and student satisfaction as measured by their responses on the school survey.
4. Student feedback forms that respond to the effectiveness of dedicated lessons on Respect for All.
5. Team binder that includes weekly agendas, sign in sheets, reflection forms, proposals, research and artifacts.
6. A reduction in deans' referrals for students in the target group. Teacher and student reflection forms, parent conference outcomes and student progress for the target group.
7. Teacher feedback forms.
8. Student enrollment and participation in after school clubs; reflection forms
9. Action plan that reflects a sustainable plan to support students' social and emotional health.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. February 2014 – June 2014
3. February 2014 – June 2014
4. February 2014 – June 2014
5. December 2013 – June 2014
6. May 2014
7. February 2014 – June 2014
8. February 2014 – June 2014
9. May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Room allocation, allocation of resources: 2 reams of paper, 3 boxes of pens, 1 computer; teacher schedules (1 period per day for three teachers; 2 periods per day for one teacher).
2. Student scheduling, room allocations, educational consultant 15 days, OTPS for supplies (4 reams of paper and 5 boxes of pens) and one trip for 5 teachers and 30

- students; 1 hour x 15 weeks of per-session for 5 teachers; 1 hour x 15 weeks of per-session for 1 supervisors. (15 hours per session for one supervisor; 90 hours of per session for teachers)
- Scheduling, OTPS for incentives and trips; OTPS items include 3 reams of paper, 1 B/W toner, food for 200 parents/students who attend the ceremonies.
 - Scheduling, OTPS for curricula and 50 professional books (Lost at School) for staff education; OTPS items include 1 ream of paper and 1 B/W toner.
 - One teacher for 50 hours of per-session, an educational consultant for 14 days for 7 hours per day.
 - OTPS for Outward Bound program and incentives; three one day team building programs for 30 students per day (total of 90 students) for a full day retreat from 9:00am to 5:00pm. 10 hours of teacher per-session for parent conferences for 2 deans.
 - Teacher scheduling
 - Space planning, OTPS for supplies, and 20 hours for 5 teachers = 100 hours of per-session. OTPS items include: food (pizza for 50 students once per month) and incentive items (trophies/medals) for 50 student participants.
 - OTPS for transportation of 25 staff = \$14,161 for a retreat from June 6th through June 8th at Honors Haven in Ellenville NY; this includes the cost of the educational consultant company - Replications.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
"How often during the school year have you been invited to an event at the school?" (6.1 out of 10)										
Review Type:	School survey	Year:	12-13	Page Number:	6	HEDI Rating:	N/A			

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.										
X	6.2 Welcoming environment			X	6.3 Reciprocal communication					
	6.4 Partnerships and responsibilities				6.5 Use of data and families					

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 On the 2013-2014 school survey the percentage of parents who say they have been invited to an event at the school 5 or more times will rise to 40% from 33%."

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Six “College Readiness” workshops for parents and students sorted by grade level; 2 12th grade, 2 combined 10th/11th, 2 9th grade workshops.
2. A lead teacher will facilitate the community events team in their work toward designing engaging workshops, programs and events for the school community.
3. After school events for students and their parents; a minimum of five “Do the Right Thing” and student recognition ceremonies will celebrate students who pass all classes, have perfect attendance and demonstrate consistent good behavior. Parents will be invited to these events as well.
4. Annual Title 1 Parent Conference to educate parents about Common Core Learning Standards, the use of Pupil Path (our online communication system), promoting good health choices, and college readiness indicators.

B. Key personnel and other resources used to implement each strategy/activity

1. School leaders, college advisor, college representatives and guest speakers, students and parents
2. School leaders, one lead teacher, teachers, community based organization (Counseling in Schools and Metro Tech Business Improvement District) students and parents
3. School leaders, teachers, students and parents School leaders, teachers, community based organization (Counseling in Schools and Metro Tech Business Improvement District) students and parents
4. School leaders, teachers, PTA executive board, parents and guest speakers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. From the fall to spring term attendance will increase as evident through the sign in sheets, handouts and feedback forms Team binder that includes weekly agendas, sign in sheets, reflection forms, proposals, research and artifacts
2. Sign in sheets from Saturday workshops and after school events that engage the school community
3. From the fall to spring term attendance will increase in after school programs by both parents and students
4. From the fall to spring term attendance will increase as evident through the sign in sheet and feedback forms from workshops at Annual Title 1 Parent Conference

D. Timeline for implementation and completion including start and end dates

1. October 2013 – May 2014
2. December 2013 – June 2014
3. December 2013 – June 2014
4. January 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Scheduling, 1 teacher for 12 hours of per-session (2 hours per event); 1 supervisor for 12 hours of per-session; OTPS items include 3 reams of paper, 1 B/W toner and food for 200 parents/students who attend the workshops.
2. One teacher for 50 hours of per-session; scheduling
3. Five teachers for 25 hours of per-session; scheduling; OTPS includes paper (4 reams), food (pizza for 200 students), incentives for students (gift cards, culminating school trip)
4. Scheduling, 2 teachers for 4 hours of per-session; OTPS include paper (2 reams) and 2 B/W toners

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
----------	---------------------	--	-----------------	----------	-----------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>All 11th grade students are programmed for a English AIS class during the school day. This course is run using a “3/2 split” model in conjunction with physical education. That is, a student will have the AIS class on Monday, Wednesday and Friday of each week, and have the physical education class on Tuesday and Thursday of each week or vice-versa. The days for each course are switched at the start of the spring term in order for physical education time requirements to be met. The purpose of this AIS course is to provide students with additional supporting in acquiring the necessary reading and writing skills to pass the ELA Regents. In addition ELA Regents preparation classes are offered once per week to students who have previously taken and failed the exam. Reading and writing skills classes are offered to 9th grade students who are level 1 or level 2 based on their 8th grade NYS exams.</p>	<p>Additional class programmed in schedule.</p> <p>Regents preparation classes are offered for the ELA exam one day per week to small groups of students.</p> <p>Tutoring is offered to 9th grade students to order to improve their reading and writing skills in small groups.</p>	<p>Students receive ELA AIS classes during the school day on days when they do not have physical education.</p> <p>ELA Regents preparation classes take place on Tuesdays from 3:30 to 5:00.</p> <p>9th grade tutoring is offered one day per week after school on Thursdays from 3:30 to 5:00.</p>
Mathematics	<p>All ninth grade students are programmed for a Math AIS class during the school day. This course is run using a “3/2 split” model in conjunction with physical education. That is, a student will have the AIS class on Monday, Wednesday and Friday of each week, and have the physical education class on Tuesday and Thursday of each week or vice-versa. The days for each course are switched at the start of the spring term in order for physical education time</p>	<p>Additional class programmed in schedule.</p> <p>Regents preparation classes are offered for the Integrated Algebra exam one day per week to small groups of students.</p> <p>Tutoring is offered to 9th grade students to order to improve their mathematical skills in small groups.</p>	<p>Students receive Math AIS classes during the school day on days when they do not have physical education.</p> <p>Integrated Algebra Regents preparation classes take place on Thursdays from 3:30 to 5:00.</p> <p>9th grade tutoring is offered one day per week after school on Tuesdays from 3:30 to 5:00.</p>

	<p>requirements to be met. The purpose of this AIS course is to provide students with additional supporting in acquiring the necessary math skills to both pass the Algebra Regents and be successful as they take higher level math courses. In addition Integrated Algebra Regents preparation classes are offered once per week to students who have previously taken and failed the exam. Mathematical skill development classes are offered to 9th grade students who are level 1 or level 2 based on their 8th grade NYS exams.</p>		
<p>Science</p>	<p>While no specific AIS course has been created for students in science, the school has restructured its science sequence and has started offering living environment in the 9th grade. For the 11th grade, we have stopped offering marine science, and are offering environmental science, which is a much timelier and relevant course We have now also begun to offer physics to 11th and 12th grade students. Students are offered an opportunity to make up labs in order to make them eligible to sit for the Living Environment Regents as well.</p>	<p>Make up labs are offered to small groups of students once per week.</p>	<p>After school make up labs take place on Wednesdays from 3:30 to 4:30.</p>
<p>Social Studies</p>	<p>All tenth grade students are programmed for a Global History AIS class during the school day. This course is run using a “3/2 split” model in conjunction with physical education. That is, a student will have the AIS class on Monday, Wednesday and Friday of each week, and have the physical education class on Tuesday and Thursday of each week or vice-versa. The days for each course are switched at the start of the spring term in order for physical education time requirements to be met. The purpose of this AIS course is to provide students with additional supporting in acquiring the necessary</p>	<p>Additional class programmed in schedule.</p> <p>Regents preparation classes are offered for both the Global and US History Regents exams one day per week to small groups of students.</p>	<p>Students receive Global AIS classes during the school day on days when they do not have physical education.</p> <p>Global History Regents preparation classes take place on Mondays from 3:30 to 5:00.</p> <p>US History Regents preparation classes take place on Thursdays from 3:30 to 5:00.</p>

	<p>reading and writing skills to pass the Global History Regents and be successful when they take US History. In addition Global and US History Regents preparation classes are offered once per week to students who have previously taken and failed the exam.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>1. Our community based organization, Counseling in Schools, provides group and individual counseling for students who have poor attendance and may be at risk of dropping out. They also offer an academic enrichment period for 9th grade students during the day. The 9th grade enrichment period is for approximately 43 students. They also interact with the following numbers of students by grade level: 9th grade (43), 10th grade (26), 11th grade (28), 12th grade (16).</p> <p>2. The school also has a SPARK counselor. The SPARK counselor provides individual and group counseling for students with alcohol and/or substance abuse issues, gang involvement, and or academic issues. He also provides before and after school positive alternative activities (currently a chess program, an art program, and a martial arts program). He also assists the school in conducting school wide activities during Respect for All week. In addition he conducts drug and alcohol education classes in all of the 9th grade health classes. This year he has also assisted in providing bullying and sexual harassment presentations in the 9th grade. He interacts with approximately 60 students of varying grade levels while conducting his positive alternative activities. He counsels approximately 25 students of varying grade levels. In addition, he conducts assessments of students who it is thought may have alcohol and</p>	<p>Students are targeted for support and they are pulled out during their physical education /AIS period commensurate with their grade</p>	<p>During the school day for counseling, after school for SPARK positive alternate activities</p>

substance abuse issues. This number varies each year, but approximately 25 have been done thus far.

3. Currently, the school psychologist primarily works with those students requiring three year reviews, but there have been several re-evaluations and initial evaluations performed this year for those students identified by parents or staff as being in an inadequate placement. The social worker who works with the school psychologist as the SBST team, counsels approximately 10 students of varying grade levels.

4. The related services social worker provides counseling for those students whose IEPs indicate mandated counseling. She sees approximately 40 students of varying grade levels.

5. The school nurse sees students with a range of medical conditions including asthma, diabetes, allergies, anaphylactic, ileostomy care, migraines, heart murmurs and sickle cell anemia. In addition the nurse runs a Healthy Options Program (HOP) for those students who are obese.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are scheduled to teach courses in their license area; they are advised to complete Housse when they are teaching in another license area. When hiring we look for teachers with dual licenses in order to ensure that they are always highly qualified. Professional development opportunities are consistently communicated to teachers and provided by school leaders, educational consultants and network personnel.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Educational consultants are hired to work with content area teachers and school leaders throughout the year. Strategies for improved teacher pedagogy as outlined by the Danielson Rubric are communicated, designed and modeled. Professional development is tailored to meet individual teacher's needs based on the observation cycle. School leaders work with educational consultants to ensure that all aspects of the school's development are addressed and aligned to our goals, both long and short term. A dedicated common planning time has been scheduled to meet the various needs of our school community, including the alignment of the CCLS to unit and lesson plans as well as school improvement and inquiry teams.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, State and/or local funds are used to support all students who require additional attention and support. This is not limited to struggling learners. We ensure that our accelerated students are challenged on an academic level by collaborating with post-secondary partners; we support students with disabilities by hiring dually licensed teachers who are highly qualified in content areas and have mastered strategies to support students with disabilities.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
In the summer of 2013, three teachers collaborated to design an assessment calendar that has been used throughout the year. Early in the school year a team of teachers, including the Union Chapter Leader met with school leaders to identify the measures of student learning (MoSL) that will be used to capture student progress. During common planning, content area teachers designed baseline, interim and summative exams that were administered according to the assessment calendar. This process took place in both fall and spring terms. Inquiry teams designed student support tools to improve student performance and incorporate consistent practices across grade levels.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

Title I Parent Involvement Policy

George Westinghouse High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- School Leadership Team will include discussion of Title 1, Part A parent involvement policy and will be an active participant in discussion of the development of the Title 1 parent involvement policy.
- Parent Association meetings will include discussion of Title 1, Part A parent involvement policy. Parent feedback will be used to identify parent workshops and events that will lead to higher levels of parent involvement and engagement.

George Westinghouse High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- School Leadership Team will conduct a PASS review, in an instructionally useful manner, to help all students in Title 1, Part A programs to meet the challenges of the Common Core and State Standards.
- Parent feedback forms will be provided to teachers in an effort to promote a meaningful dialogue that will lead to deeper understanding of the Common Core and State Standards.

George Westinghouse High School will coordinate and integrate parental involvement/engagement strategies in Title I, Part A with parental involvement/engagement strategies under the other programs:

- Annual Title 1 Parent Awareness Night
- Annual Title 1 Parent Conference Day
- Parent/Teacher Conferences
- College Readiness Workshops
- Pupil Path Trainings
- Understanding the Common Core Workshops
- On-going individual parent meetings

George Westinghouse High School will conduct an annual evaluation, with the involvement of parents, to determine the effectiveness of the parental involvement policy in an effort to improve the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority

background). The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary the parental involvement policies.

George Westinghouse High School will build the parents' capacity for strong parental involvement and engagement, in order to ensure parents' participation in programs, workshops and events designed to support a partnership aimed at increasing students' academic success. Specifically the school will conduct:

- Parent Conferences and/or workshops

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph

- Common Core and New York State Standards;
- Diploma Requirements including New York State Regents Exams;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to communicate with educators and work toward supporting students' success.

George Westinghouse High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as using technology, as appropriate, to foster parental involvement by:

- The school will provide materials and training to help parents work with their children to improve academic achievement in the areas of literacy, technology, math in a variety of settings. SAT review books, Barron's Review books, binders with loose leaf will be provided to parents. Also included are Saturday parent conferences, the use of the parent coordinator's office, guidance offices and departmental offices. The school will foster a warm and supportive atmosphere.

George Westinghouse High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- The school will provide professional development opportunities for staff to improve communication techniques when dealing with parents and community for the purpose of enhancing students' chances for success. Parents will be offered opportunities to evaluate individual and group conferences in a continuing effort to make improvements. An ongoing dialogue with the PTA committee and other pertinent personnel will take place as well.

George Westinghouse High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Counseling in Schools, Morningside Center for Social Responsibility, Dancing Classrooms, and public programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Guidance personnel will monitor the students in their caseloads who are on homebound or hospital bound instruction. They will communicate with parents on a regular basis, and they will do the necessary paperwork to update students' records. This also includes any student who is a part of a school for pregnant teens as well.

George Westinghouse High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parents are afforded the opportunity to participate in conferences with an interpreter should they require one. Several forms are available in Spanish which is the major alternate language of the students in our school.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attendance sheets at PTA meetings and PAC meetings.

This policy will be adopted by George Westinghouse High School at the October PTA meeting and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before December 18, 2013.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Janine Kieran on December 18, 2013.

This Parent Involvement Policy was updated on November 22, 2013.

The final version of this document will be distributed to the school community on December 2, 2013 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's SCEP and filed with the Office for Family Engagement and Advocacy.

Principal's Signature: Janine L. Kieran

Date: November 22, 2013

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

School Parent Compact

September 18, 2013

School Responsibilities

George Westinghouse High School will:

- **Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - All students will receive a rigorous academic and technical program. Academic interventions will be integrated into the student's school day as well as in our after school program. Students' progress will be monitored by guidance staff, teachers and all those who interact with them on a daily basis. They will be encouraged to meet or exceed expectations. Parents will be welcomed into our school, and there will be ongoing communication in an effort to provide support, encouragement and a celebration of success.
- **Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - October 24th & 25th, 2012 (Fall Semester)
 - March 27th & 28th 2013 (Spring Semester)

In addition to the two parent/teacher conference dates that are scheduled as indicated above, Saturday and/or evening parent conferences will be held each term to provide parents with an additional opportunity to meet with guidance staff, school administrators, social workers and teachers. Progress reports will be used as an additional communication tool during the school year.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - School Report cards, student report cards, SKEDULA, ARIS Parent Link; in house progress cards are available for parents throughout the term. In addition, our school messenger system is utilized to send out daily messages to parents of absentee students and messages about special meetings. Mailings with regard to Promotion in Doubt are mailed out as well. Parent Association meetings which are held once per month are also attended by various staff members who provide meaningful information to the parents who attend.
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - Communication is on-going at George Westinghouse High School. Parents are contacted by phone and mailings by teachers and support staff throughout the school year. Messages about their child's progress as well as the emotional and social development are addressed by these various forms of communication. Individual conferences are an option throughout the school year whereby teachers and support staff are available by appointment.
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**
 - Parents are encouraged to participate in their child's education by attending Report Card Conferences four times per year to review students' report card grades. They are always welcome to volunteer in our school library as well. They are also invited to attend school wide events that are designed to either address concerns or celebrate

success. Parent volunteers are welcomed through our Parent Coordinator's office as well as through the individual contacts that are made by teachers and support staff.

Parent Responsibilities

- **We as parents will support our children's learning in the following ways:**
 - supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared every day for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
 - participating, as appropriate, in decisions relating to my children's education;
 - participating in school activities on a regular basis;
 - staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
 - reading together with my child every day;
 - providing my child with a library card;
 - communicating positive values and character traits, such as respect, hard work and responsibility;
 - respecting the cultural differences of others;
 - helping my child accept consequences for negative behavior;
 - being aware of and following the rules and regulations of the school and district;
 - supporting the school's discipline policy;
 - expressing high expectation and offer praise and encouragement for achievement.)

PART II – OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities:

- **We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:**
 - come to school every day and be ready to do our best and be the best;
 - come to school with all the necessary tools of learning – pens, pencils, books, a book bag, etc.

- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- ask for help when we don't understand;
- complete all assignments on time;
- study for exams;
- read at least 40 minutes every day outside of school;
- get adequate rest, eat well and exercise

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 13	Borough Brooklyn	School Number 605
School Name George Westinghouse High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Janine Kieran	Assistant Principal Nick Pillari
Coach N/A	Coach N/A
ESL Teacher Jeffrey Levy	Guidance Counselor Mercy Kurian
Teacher/Subject Area Inna Huber	Parent N/A
Teacher/Subject Area Lauren Fitzgerald	Parent Coordinator Carolette Rouse
Related Service Provider Penny Reed	Other N/A
Network Leader(Only if working with the LAP team) Kathy Pelles	Other N/A

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	704	Total number of ELLs	18	ELLs as share of total student population (%)	2.56%
--	------------	----------------------	-----------	---	--------------

Part II: 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
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										1	1	1	1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	6
SIFE	4	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	7

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6	1	2	5	3	2	7	0	2	18
Total	6	1	2	5	3	2	7	0	2	18

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	2	0	1	7
Chinese										2	0	0	0	2
Russian														0
Bengali										1	0	0	0	1
Urdu														0
Arabic										0	0	2	0	2
Haitian										1	2	0	0	3
French										1	0	0	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										0	0	1	0	1
TOTAL	0	0	0	0	0	0	0	0	0	9	4	3	2	18

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	1	1	0	2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										1	2	0	2	5
Advanced (A)										8	1	2	0	11
Total	0	0	0	0	0	0	0	0	0	9	4	3	2	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra	3		1	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	3		0	
Physics	0		0	
Global History and Geography	2		0	
US History and Government	1		0	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At the high school level, the school is able to draw from both the NYS ELA 8th grade exam and spring NYSESLAT scores to gauge literacy skills of incoming 9th grade students. Students in grades 10 through 12 have been assessed previously on the NYSESLAT. Data on current students indicate that all students scored at Level 1 or 2 prior to entering high school. This data combined with the information obtained from the NYSESLAT data (described below) show that a more intense focus on reading and writing skills is required in ESL classes, with less of a focus on listening and speaking skills. The ESL teacher is implementing more reading and writing activities in class to support development of these modalities. In addition, since this data seems to be consistent with school wide literacy needs of non-ELL students, ELL students in content area classes are also benefiting from school wide literacy practices that focus on the close reading and annotating of fiction and non-fiction text and the increased use of essay writing.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data on current students indicate that the majority of students have met or are very close to reaching proficiency in listening and speaking, but results are mixed for reading and writing. The majority of students are functioning at the intermediate level in reading and writing. 9th grade students are showing scores of proficient or advanced in higher numbers than students in all other grades in listening/ speaking and reading/writing. Only one ninth grade student is not in advanced ESL. The data shows the need for more intense interventions for older students who have not yet progressed in their English language acquisition.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As mentioned, the pattern that has revealed itself over time is that students are struggling with reading/writing (and, as the periodic assessment data seems to reveal, it seems that writing may present the larger challenge). The ESL teacher has taken this information into account in the planning of his instruction and in his work with other teachers of ELLs.
4. For each program, answer the following:
 - a. 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?
 - a) The data indicate that, as with the NYSESLAT data, older students are not fairing as well as younger students. Patterns indicate that scores in reading/writing are in marked contrast to scores in listening/speaking for all proficiency and grade levels. Currently, all ELLs in our ESL classes take exams in English and not in their native language. However, students have access to word -to-word translation dictionaries and native language dictionaries.
 - b) The results of the ELL periodic assessment were shared with all English teachers and teachers who have ELLs in their classes. This data is being used by teachers to pinpoint strengths and weaknesses in the following areas: vocabulary meaning, word study, reading strategies, grammar/usage, spelling, writing and writing conventions. The data will be used further to develop strategic interventions.
 - c) Periodic Assessment data shows that all students scored well on vocabulary meaning, but did not fare as well with word study, with only 5 students scoring above 60%. Reading comprehension and reading strategies scores were uncharacteristically high. Spelling was another weak point, with only 4 students scoring above 60%. Writing conventions scores had two of the lowest scores, with two students getting 0%. The data is revealing that writing may be more of an issues for students than reading as they struggle with conventions and word usage. As mentioned previously, students have access to word -to-word translation dictionaries and native language dictionaries.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher is consulted in regard to instructional matters and how they relate to ELLs. In addition, the ESL teacher and administration communicate with staff about the progress and needs of ELLs in their classes. School wide instructional practices focus on literacy for all students and content area teachers use various scaffolds (such as modeling, bridging prior and new knowledge, schema building, etc.) to meet the needs of ELLs.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our program is evaluated based on several measures. We analyze the number of students who "test out" or "test up" on the NYSESLAT. We also look at student scholarship data to determine credit accrual and progress toward graduation. We also evaluate student progress on standardized tests to determine students making AYP. Of last year's Westinghouse students, two students "tested out" of ESL (from Advanced to Proficient) and one student "tested up" (from Proficient to Advanced). Other students remained at their current level. In regard to credit accumulation, in the spring term 3 ELL students passed all their classes and 4 passed all but 1. The biggest hurdle for all ELLs does seem to be Regents exams, as can be seen with the low number of students achieving passing grades.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All new registrants to the school are given the HLIS form at intake by the Assistant Principal of Student Support Services to complete. If parents require translation services during the intake process, the Assistant Principal contacts staff who speak the needed language. If no staff speak the native language, telephone translation is sought. The Assistant Principal of Student Support Services does the initial assessment of the HLIS to determine if additional steps are required. The Assistant Principal conducts the informal interview in English. If the interview is needed in the native language, the Assistant Principal contacts staff who speak the native language. If no such staff member is available, telephone translation services are sought. When additional steps are required, the ESL teacher is consulted and additional steps are taken, including the administration of the LAB-R if necessary. The Assistant Principal of Student Support Services is also a licensed English teacher and the ESL teacher is fully licensed.
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. The school conducts orientations for newly enrolled 9th grade students, including ELL students, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. Furthermore, all new admits who are found to be ELLs and are new to the school system have entitlement letters, which are in multiple home languages, mailed to their home addresses within ten days of admission. These include a Parent Survey and Program Selection in the home language. These indicate the student's level (beginner, intermediate or advanced) and restate their course placement and courses offered by the school. In our case, this is free-standing ESL only. The letter further advises parents of their right to the option to transfer students to another school if they desire bilingual or other programs not offered. The school recognizes that parental involvement is essential to ensure the success of ELL students, and therefore, efforts have been put forth to involve parents as equal partners in the education of their children. In accordance with the Revised Procedures for Identifying and Placing New English Language Learners, parents of new ELLs attend a parent orientation with the ESL teacher, Jeffrey Levy, at which they are informed of the various types of programs for English Language Learners. These orientations take place on an as-needed basis and are scheduled both in the morning and the afternoon to provide scheduling options for parents. As needed, translators are made available, and videos and literature are provided in the home language wherever possible. Parents are asked to complete and submit a Parent Assurance Survey/Program Selection Form. Furthermore, the ESL teacher, Jeffrey Levy, along with content area teachers, routinely contacts parents to provide them with updates on the progress of their children. Progress

letters are sent to inform parents about the problems and/or successes their child may be experiencing. Letters are also sent to the students' homes to inform parents of upcoming events, such as Parent/Teacher Interviews. To the extent possible, these letters are sent both in English and in the parents' native language.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
Above-mentioned letters and surveys are mailed back or returned by the students and collected by the ESL teacher, Jeffrey Levy, or the Office of Student Support Services. Students are placed in free-standing ESL according to initial LAB-R results or previous NYSESLAT scores, as well as IEPs. Where needed, parents are invited to discuss placement. If needed, translators are made available for these meetings.
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.
All new admits who are found to be ELLs and are new to the school system have entitlement letters, which are in multiple home languages, mailed to their home addresses within ten days of admission. These include a Parent Survey and Program Selection in the home language. These indicate the student's level (beginner, intermediate or advanced) and restate their course placement and courses offered by the school. In our case, this is free-standing ESL only; we do not offer bilingual programs. The letter further advises parents of their right to the option to transfer students to another school if they desire bilingual or other programs not offered. The ESL teacher, Jeffrey Levy, schedules day or evening meetings to meet with parents to discuss options on an as-needed basis. If needed, translators are made available for these meetings.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher adheres to all of the testing windows for each section of the NYSESLAT and begins each part as soon as possible to ensure that all students take each part. A testing schedule is created and students are informed of when they will be taking each section. Teachers of ELLs are informed of these testing periods and are informed to send students to the appropriate place if students forget they are to take the test or are trying to avoid taking the test. Phonecalls are made to the parents of students who do not take a section of the exam. Extensive efforts are made to provide make-up sections for students who missed a part of the exam. The ESL teacher takes on this responsibility and works with the Assistant principal of Student Support Services to ensure that all students are tested. For the most part, only students who are chronic absentees miss parts of the exam.
6. 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.) 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. 
We have had only one student whose parents have opted for bilingual services and transferred their child to another school. All others have opted for ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. a. Students who are eligible for ESL services are placed in beginning, intermediate or advanced ESL, as per their scores on the above-mentioned exams. ESL classes are self-contained.
 - 1.b. ESL classes are heterogeneous and ungraded and taught by a teacher licensed in secondary ELA as well as TESOL. Students who are eligible for ESL services have been placed in beginning, intermediate or advanced ESL, as per their scores on the above-mentioned exams. ESL classes are self-contained
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)?

Students at the beginning level will receive two 45 minute periods and one 36 minute period of ESL daily (625 minutes per week). Students at the intermediate level will receive one 45 minute period and one 36 minute period of ESL daily (405 minutes per week). Students at the advanced level will receive one 45 minute period of ESL daily (225 minutes per week). Advanced students also receive one 45 minute period of regular English daily. Class sizes are extremely small, allowing for extensive personalized attention for each student, which is particularly useful for both newcomers and long-term ELLs, as well as SIFEs.
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 foster language development and meet the demands of the Common Core Learning Standards.

The language of instruction for all classes is English, and multiple texts are used as well as other media. Classes focus on the four essential modalities of reading, writing, listening and speaking and the curriculum is aligned with both ELA and ESL New York State Learning Standards and New York City ELA Performance Standards. Learning strategies are taught explicitly and careful attention is paid to develop students' critical thinking skills. Classes use structured immersion and instruction draws upon various strategies to scaffold, support and raise students' academic achievement. Techniques include the CALLA approach, differentiated instruction, balanced literacy scaffolded for ELLs and project-based authentic language learning activities. Students receive language-to-language dictionaries and content-area glossaries for use in classes and during high-stakes testing. The school complies faithfully with all time and location mandates for testing.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ESL classes are taught in and students are tested in English. Students have access to word -to-word translation dictionaries and native language dictionaries
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Classroom assessments are conducted to evaluate student progress in the four modalities. In addition, activities and assessments that mirror the NYSESLAT are used.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.

a. The ESL teacher uses various data from ATS and ARIS to determine the performance of the student(s) before coming to high school. Parental communication usually yields more specific information about the causes and the extent of the interruption to the child's education. Various classroom assessments are then used to determine areas of weakness and the student's language and instructional needs. Instruction is differentiated to the extent possible to try to meet these needs. Traditional ELL supports are provided (language to language dictionaries/glossaries, instructional strategies such as modeling, bridging prior and new knowledge, schema building, etc., vocabulary development, rubrics that help students determine their own progress and proficiency) and further assessments are given. Progress is measured against baseline data and instruction is modified as needed. In addition, these students can participate in school wide tutoring and assistance sessions when offered.

b. As with SIFE, the ESL teacher uses various data from ATS and ARIS to determine the performance of the student(s) before coming to high school if available. Various classroom assessments are then used to determine areas of weakness and the student's language and instructional needs. Instruction is differentiated to the extent possible to try to meet these needs. Traditional ELL supports are provided (language to language dictionaries/glossaries, instructional strategies such as modeling, bridging prior and new knowledge, schema building, etc., vocabulary development, rubrics that help students determine their own progress and proficiency) and further assessments are given. Progress is measured against baseline data and instruction is modified as needed. In addition, these students can participate in school wide tutoring and assistance sessions when offered. Traditionally, George Westinghouse high school has not had a large number of newcomers.

c. Students who have received 4 to 6 years of service, are provided with the level of ESL instruction needed, and as with previously mentioned students are researched and assessed. For students in this category, more emphasis is placed on determining areas of weakness on the NYSESLAT and what English language acquisition issues remain that are impeding the student from testing out or what academic deficiencies are present that are preventing the student from testing out. For these students sometimes additional guidance is needed from the content area teachers to determine difficulties the student is having. Instruction is differentiated to provide these students with academic support and/or NYSESLAT preparation. In addition, these students can participate in school wide tutoring and assistance sessions when offered.

d. Students who have received more than 6 years of service, are provided with the level of ESL instruction needed, and as with previously mentioned students are researched and assessed. For students in this category, more emphasis is placed on determining areas of weakness on the NYSESLAT and what English language acquisition issues remain that are impeding the student from testing out or what academic deficiencies are present that are preventing the student from testing out. For these students sometimes additional guidance is needed from the content area teachers to determine difficulties the student is having. Instruction is differentiated to provide these students with academic support and/or NYSESLAT preparation. In addition, these students can participate in school wide tutoring and assistance sessions when offered. Students in this category may sometimes benefit from intervention from the guidance counselor, as they no longer feel that they should be in ESL and their attendance begins to worsen. Guidance intervention can sometimes assist in these situations.

6e. The ESL teacher monitors progress of former ELLs and ensures that ELLs receive testing accommodations as needed on Regents examinations. These often include time extension, separate location, third reading of listening selection on ELA Regents, bilingual dictionaries and glossaries and simultaneous use of English and alternative language editions.

7. **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?**

The ESL teacher uses direct instruction as well as cross-curricular content-area projects. Students work in small groups to allow stronger students to assist weaker ones in indirect teaching and self-learning. A content-area based textbook and workbook series is utilized in the classroom as well. Currently, several special needs students are hearing impaired and receive services through a separate hearing department program, as specified in their IEPs. IEP requirements for these students take priority over ESL per state regulations. Additionally, these students' LAB-R and NYSESLAT scores are being re-evaluated by the DOE due to clarification of state regulations that indicate they may have been tested in error and should not be classified as ELLs. These students may be reevaluated using the new English Language Acquisition Needs Determination (ELAND) Review Procedures. For those students who are ELL-SWDs, the Assistant Principal of Student Support Services ensures that in addition to ESL services, students are provided with the recommended services that are listed on the IEPs of ELL students.

8. **How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?**

Curricular materials are chosen to meet the needs of ELL-SWDs or curricular materials are differentiated to allow ELL-SWDs access to the curriculum. Class sizes are extremely small, allowing for extensive personalized attention for each student, which is

particularly useful for ELL-SWDs. In regard to other classes, students are scheduled according to their IEP mandates but mainstreaming occurs in our technology, PE, arts and foreign language courses. Student progress in each content area is reviewed to determine if students require different educational placements. These decisions are made in conjunction with the content area teachers, and flexible programming is implemented as needed.

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	45 minutes per day	45 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
--	-----------	--------------	----------

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.



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

9. 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. Due to the limited number of ELLs, specific interventions are not targeted at them. These students receive the same targeted intervention strategies that are offered to non-ELL students. These services include credit-recovery opportunities using an online system and Saturday Regents preparation classes. These students also receive AIS courses during their day to acquire skills and prepare for various Regents exams. Ninth grade students receive this course in Algebra. Tenth grade students receive this course in Global History. Eleventh grade students receive this course in English Language Arts. All services are provided in English. The ESL teacher is in regular contact with parents and content-area teachers to address the specific needs of ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The small size of our programs allows us to schedule students so that they receive a very structured and supportive environment. This has led to a significant number of students improving their scores on the NYSESLAT. This also allows for effective academic supports as designed by content area teachers.
11. What new programs or improvements will be considered for the upcoming school year?
- There are currently no new programs or services being considered for the upcoming school year, as it is still early in the school year.
12. What programs/services for ELLs will be discontinued and why?
- As the budget allows, there are currently no plans to discontinue programs or services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Student's ability to have a schedule similar to their peers that allows them to participate in school events and activities is taken in to consideration when scheduling ESL classes. ELLs participate fully in all school programs. They have full access to the CTE programs we offer (Multimedia Internet Technology, Electrical Installation and Practice, Culinary Arts and Computer Systems Support). ELLs can participate in all offered PSAL sports teams. In addition, a variety of clubs exist (National Honor Society, FIRST Robotics, Chess Club, Martial Arts Club, Anime Club, NYC Explorer Club, International Trip Club and Creative Arts Club). Currently the school is offering after school Regents tutoring and Saturday school classes, in which all ELLs can participate. In addition, ELLs can take advantage of the after school library hours that are being offered twice a week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Multiple texts, content-area glossaries, language dictionaries, classroom reading libraries, field trips, as well as media such as film, audio CDs and tapes, overhead projectors, maps, computers and internet sites are used.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All instruction is in English, however, the LEP/ELL Coordinator, Jeffrey Levy, does speak some Spanish and French if needed. Translators are available for parent meetings, letters, IEP meetings, etc., and glossaries and native language dictionaries are provided to students for in-school and at-home usage.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All services and resources correspond to ELLs' ages and grade levels. At the high school level, ages and grade levels are close enough that students can work together in meaningful ways. That being said, materials are differentiated by age/grade level if needed.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- The school conducts orientations for newly enrolled 9th grade students, including ELL students, prior to the start of the school year, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns.
- As needed, translators are made available. Additionally, a summer school Bridge program is offered to all incoming freshmen, including ELLs.
18. What language electives are offered to ELLs?
- All students, including ELLs, are offered Spanish in their senior year. Currently, this is the only foreign language the school offers.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. In order to ensure that all students meet the rigorous new standards and pass all Regents examinations, the ESL teacher will be sent to all region-wide/city-wide professional development sessions available, including CFN PDs. Information will be shared in professional development sessions with English Language Arts teachers and content area teachers. The ESL teacher will also work in tandem with content area and special education teachers and assistant principals to explore best practices in teaching and learning for ELLs. These meetings will be both informally structured as the need arises and formally structured during department meetings throughout the year. ELL news is communicated in school newsletters.

2. The school offers various professional development sessions to all teachers as we work to implement the Common Core Learning Standards. Daily common planning enables teachers to develop and revise unit and lesson plans, run inquiry teams and school improvement teams. Teachers know through the use of ARIS which students are ELL. They modify their instructional plan to ensure that these students' needs are met; strategies are shared during common planning sessions. Educational consultants are on site weekly to provide additional support to teachers as well.

3. ELL students are invited to summer bridge programs to support a smooth transition to high school. Ninth grade guidance counselors are provided with NYSESLAT data in addition to students performance level data.

4. All teachers have received the mandated 7.5 hours of ELL training as per Jose P. All staff are encouraged to attend school based, CFN offered and/or DOE professional development sessions as needed.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. The school conducts orientations for newly enrolled 9th grade students and their parents, including ELL students, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. As needed, translators are made available and literature is provided in the home language wherever possible. Furthermore, the ESL teacher along with content area teachers routinely contact parents to provide them with updates on the progress of their children. Progress letters are sent to inform parents about the problems and/or successes their child may be experiencing. Letters are also sent to the students' homes to inform parents of upcoming events, such as Parent/Teacher Interviews. To the extent possible, these letters are sent both in English and in the parents' native language. Where needed, parents are invited to discuss placement with the LEP/ELL Coordinator. If needed, translators are made available for these meetings. Parents are invited to all Open School events, as well as student recognition ceremonies and special events.
 2. Counseling in Schools - an onsite Community Based Organization - provides services to parents of ELL students who qualify based on 8th grade attendance data. No other partnerships have been established, but all ELL parents may be referred to outside organizations by the Parent Coordinator, Carollette Rouse, or the 9th grade guidance counselors. Translation services are available on site through the use of bilingual school staff.
 3. A teacher developed parent survey was distributed at a PTA meeting during the fall term. Individual needs of parents are communicated directly to the school through the guidance counselor and/or parent coordinator. These needs are then brought to the attention of school leaders.
 4. Based on feedback from surveys, as well as direct meetings and both formal and informal communication with parents, the needs of parents are addressed.

E. 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.

Part VI: LAP Assurances

School Name: George Westinghouse High School

School DBN: 13K605

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janine L. Kieran	Principal		12/19/13
Nick Pillari	Assistant Principal		12/19/13
Carolette Rouse	Parent Coordinator		12/19/13
Jeff Levy	ESL Teacher		12/19/13
N/A	Parent		12/19/13
Inna Huber	Teacher/Subject Area		12/19/13
N/A	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mercy Kurian	Guidance Counselor		12/19/13
Kathy Pelles	Network Leader		12/19/13
Penny Reed	Other <u>Related Service</u> <u>Prov</u>		12/19/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K605 School Name: George Westinghouse HS

Cluster: 1 Network: CFN 112

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.

The RPOB report that is generated in ATS enables us to identify those students whose home language is not English and therefore provide both written and oral translation/interpretation services to them and their families as needed.

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.

An analysis of our interpretation needs reveals that 85% of our parents communicate in English. The second largest language group is Spanish which comprises 7.5% of our parent population. The third largest group is Haitian-Creole speaking parents who comprise 2.5% of our parent population. When needed, documents and messages are translated in to these languages. The school community is informed at faculty meetings, PTA meetings and SLT meetings of the various languages spoken by our parents and the availability of translation and interpretation services. In addition, in our Main Office and through out the school, we display the DOE Translation and Interpretation Unit posters.

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.

Written translation services are provided through letters, fliers and announcements, which are translated into various languages (as identified in the RPOB report) and backpacked home. Using our phone message system, we inform parents/guardians of information in various languages. Messages are generally repeated two or three times on separate occasions to make sure that the calls have reached our parents/guardians.

In-house school staff provide assistance with written translation services.

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.

Oral interpretation services that the school will provide take place on Open School Evening and Open School Day, at our monthly PTA meeting and at our annual Title 1 Conference. Staff is available to provide this service at those times or as needed during the school day or after school. We have many native Spanish and Haitian-Creole speakers within our school community.

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>.

We will fulfill Section VII of Chancellor's Regulations - A663 by:

- 1) Using our phone message system to notify parents/guardians of important school related issues, dates (ex: Regents exams, mid-term exams, PTA meetings, etc.) etc.
- 2) Being certain that signs are posted to inform parents/guardians that they will be able to receive translation services when they enter our building.
- 3) Utilizing the DOE website to obtain letters, that already exist, in foreign languages and re-print them on our school letterhead to be either mailed or backpacked home to parents/guardians.
- 4) Displaying the Parents' Bill of Rights in a conspicuous location in school.

5) Contacting the DOE Translation and Interpretation Unit assistance as needed.

6) Using our present parent/guardian email distribution list and by updating, on a regular basis that same list to inform parents/guardians of important information.