

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: E.A.R. WEST SIDE HIGH SCHOOL

DBN (*i.e.* 01M001): 03M505

Principal: JEAN MCTAVISH

Principal Email: JMCTAVI@SCHOOLS.NYC.GOV

Superintendent: LASHAWN ROBINSON

Network Leader: LISA PILASKI

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jean McTavish	*Principal or Designee	
Nicole Riley	*UFT Chapter Leader or Designee	
Tnell Goughy	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jack Martinez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cecelia Cruz	Member/ PTA Co-President	
Donna Hill-Allen	Member/ Parent	
Silvia Alvarado	Member/ Parent	
Jose Hernandez	Member/ Parent	
Mark Weller	Member/ Teacher	
Beth Zuckerman	Member/ Teacher	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

TEACHER PRACTICE: By June 2015, teachers at EAR West Side High School will strengthen their practice in Domains 2 and 3 as evidenced by the improvement in 3 subcomponents of Danielson's Framework for Teaching ratings.

Comprehensive Needs Assessment

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

We have analyzed many years of data and concluded that we need to improve teacher pedagogy so that it is aligned with College Readiness expectations in order for our students to succeed after high school. Our QR 2012-13 feedback requires us to focus on ongoing assessment/checks for understanding in daily instruction. As a result, we chose assessing and advancing questions as our CIE instructional focus for the 2013-2014 school year. As a result of the work we did last year, we decided to refine our instructional focus to "Making Thinking Visible and Audible: Constructing student knowledge and developing student skills through cycles of assessment and feedback." We believe that this approach will help us to improve our formative assessment strategies as well as provide a strong underpinning for providing feedback to students and for determining what the next instructional steps will be.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Use Family Group Neighborhood Professional Learning to teach teachers "proficient" and "highly effective" instructional strategies in a low risk academic setting. Teachers will be expected to transfer this learning to their subject area classes.
2. 4 working groups will analyze student work and teacher work generated from the Common Core Standards aligned units and tasks through their lens of expertise (Rigor/WICOR; Common Core Alignment; Universal Design; and Technology). The working groups will provide feedback to departments and teacher teams with regard to teaching strategies utilized and rigor or cognitive demand.
 - a. Participation in TSSCI and Common Core Lab (see Goal #3)
3. Teachers will reflect on unit plans and curriculum maps written last year and revise them to incorporate their new learning
4. Teachers will maintain a notebook of professional learning which includes new learning in the areas of explicit strategy instruction, formative assessment, and AVID and other literacy strategies

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

1. FG coaches and weekly collaborative planning meetings
2. Common Core and WICOR working groups
3. Restorative Practice Training and support from Morningside Center
4. Admin. Team co-facilitates Working Groups with Teacher Leaders; classroom visitation and coaching from CFN 108, Escolta, Aussie, and ReDesign
5. Designated MOTP administrator will encourage use of notebooks

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

1. Teachers' use of focus strategies will increase by 25%.
2. Improve College Readiness Index on Progress Report by 2%
3. Teachers will use focus strategies in family group and subject area classes (increase strategy use by 100%)
4. Teachers will increase rounds of collaborative inquiry from 2 per year to at least 4.
 - a. TSSCI Forums in November and March; Transfer School Conference (June, 2015)
5. 50% of teachers will have a notebook

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

1. January
2. Common Core in December, UDL in February, WICOR in March
3. ELA in October, Math in November, Science in January, Social Studies in December
4. June
5. June

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

1. PL on formative assessment, making student thinking visible, and instructional shifts and strategies
2. Maintain AVID certification and continue to implement school wide program

3. Participation in TSCCI Notebooks available for review
4. All teachers participate in a circular 6 collaborative planning assignment during 1st period daily.
5. Teachers without a notebook will be provided with one if they choose

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

AVID parent workshops will be conducted 4 times per year

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	Set Aside	Grants
---	----------	---	----------	---	-----------	---	-----------	-----------	--------

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

Restorative Justice Grant

Goal and Action Plan #2

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

Annual Goal #2

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

Instructional Technology and Use of Data to Inform Instruction

1. By June 2015, the school community will use a variety of data systems and software to improve communication with students, families, teachers, administration, and other school staff
2. By June 2015, the school community will use a variety of data systems and instructional software to improve student outcomes

Comprehensive Needs Assessment

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

1. Students and their families need to be able to view student progress in real time in order to increase motivation and school and family collaboration. Teachers and Administrators need to expand use of qualitative student data. Through cycles of inquiry and observation and collaborative planning, school staff needs to become comfortable using file sharing platforms such as Skedula, CASS, Google Drive, Dropbox, and Evernote.
2. The Common Core requires students to engage in reading complex text at their instructional level and above. West Side has no centrally collected data on student reading ability and staff has been slow to incorporate the use of computer applications such as text readers, speech to text programs, and phonics and fluency programs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. *The school will develop and adopt a school wide grading policy that will standardize the feedback students, advisors, and parents get from Skedula*
2. *Teachers will post assignments and grades in Skedula so that students, parents, and teachers can check student progress at anytime from anywhere.*
3. *Parent coordinator will use School Messenger and CASS to increase communication with parents regarding attendance and lateness*
4. *The UDL Working group will learn to use the Solo Suite to assist students with reading delays and disabilities to improve their skills and to meet the expectations of the Common Core*
5. Teachers will share documents such as lesson plans, assessment, unit plans, and curriculum maps in Google Drive.

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

1. Mark Chenault (AP) will monitor Skedula
2. Ava Nandez (PC)
3. Sarah Frank, Cheryl Stewart, and Jean McTavish will attend Literacy Toolkit workshops sponsored by the NYCDOE

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

1. Students will log into Pupilpath during weekly FG classes to monitor their own progress. Students will increase their credit earned by one credit per cycle.
2. Teachers will communicate with parents on a regular basis to keep them abreast of their student's progress. Parents will receive more communication than last year.
3. Skedula data will be an accurate reflection of student progress across all classrooms in the building.
4. The UDL working group will present findings on their experience using the SOLO Suite and present workshops for all staff around the use of SOLO suite.
5. Students who have severe literacy problems will be identified sooner so that targeted interventions can begin before the cycle of failure repeats itself.

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

1. This timeline is ongoing, but data from systems will be reviewed at the end of each cycle (December, March, and June).

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

1. Family Groups scheduled for weekly visits to computer room to check Pupil Path
2. Administrators will track progress on observations as well as analyze data to plan professional development
3. Working Group members will mentor fellow teachers in the use of Solo Suite.
4. 2 special education teachers and the principal will investigate and develop a researched based approach to improving students literacy skills in the areas of phonics, fluency, vocabulary, and comprehension
5. The school will use a variety of assessments to identify reading skill deficits and to determine appropriate interventions as well as to monitor student progress

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Our parent coordinator will conduct a Pupil Path training prior to each parent meeting at the school. She will also do one on one training when parents come to school for routine conferences.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	x	Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Alignment of the Curriculum to the Common Core Standards
<ol style="list-style-type: none"> 1. To continue to align current curriculum, units, and lessons to the Common Core Standards <ol style="list-style-type: none"> a. By June, 2015, departmental teacher teams will engage in more cycles of inquiry to reflect and revise curriculum alignment with CCSS and to determine how to guide students to meet the common core expectations b. Each department will administer the NYCDOE Performance Assessments in order to determine which Common Core skills students need the most work on. The assessments will be given in the Fall as a baseline and again in the Spring to see growth.

Comprehensive Needs Assessment
Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Our experience with Regents exams shifted last year with the new Common Core ELA and Math exams as well as with a revised Global History exam. We noticed that our old Regents preparation strategies would not work with the new Common Core expectations. As a result, we need to continue to revise our maps and unit plans as well as continue to refine our pedagogy in terms of the Common Core Instructional shifts.

Instructional Strategies/Activities
Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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"> 1. The Common Core Working group will develop a strategy for using summary as a comprehension strategy, create a rubric to assess the summaries vis a vis comprehension, and conduct professional development on the use of the strategy with the rest of the staff. 2. The Wicor Working group will continue to identify writing, inquiry, collaboration, organization, and reading strategies to use across classrooms 3. The UDL working group will continue to identify assistive software applications to ensure students can tackle complex text independently and write independently.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. All Staff 2. TSCCI (Escolta - Jessica and Redesign - Marygiulia Coaches) Aussie consultants (Martin and Kristin)
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. NYC Performance Task rubric scores will improve by 2 on our areas of focus and improve by 1 on all other indicators 2. Common Core Regents scores will improve by 5%
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. November to May
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Circular 6 assignments are used for every teacher to participate in a first period common planning where a variety of teacher teams meet to engage in collaborative inquiry. Common Core Lab and TSCCI binders available for review

Strategies to Increase Parental Involvement
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Our final curriculum will be shared with parents at a Curriculum Night in September of 2014; presentation of work at the Transfer School Forum

Budget and Resource Alignment												
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">x</td> <td style="width: 20%; text-align: center;">Tax Levy</td> <td style="width: 10%; text-align: center;">x</td> <td style="width: 20%; text-align: center;">Title IA</td> <td style="width: 10%;"></td> <td style="width: 20%; text-align: center;">Title IIA</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">Title III</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">Set Aside</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">Grants</td> </tr> </table>	x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants	
List any additional fund sources your school is using to support the instructional goal below.												

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

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	<ol style="list-style-type: none"> 1. Phonics and Fluency Intervention 2. PM School and Tutoring 	<ol style="list-style-type: none"> 1. Small group 2. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. After School
Mathematics	PM School and Tutoring	Small group and 1:1	After school
Science	PM School and Tutoring	Small group and 1:1	After school
Social Studies	PM School and Tutoring	Small group and 1:1	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Comprehensive clinical social work 2. School Based Health Clinic 	<ol style="list-style-type: none"> 1. One to one and small group 2. Individual 	<ol style="list-style-type: none"> 1. Before, during, and after school 2. 8:00 – 4:00 daily

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS 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.
We have extensive opportunities for professional learning at EARWSHS. In addition to daily professional development and common planning/Inquiry, we have hired 3 consultants to coach teachers during the school day. We participate in the professional development provided by the Transfer School Common Core Institute as well as CFN 108. Teachers are also able to choose from a wide variety of professional learning opportunities which include conferences, institutes and workshops during the school year and summer.
Our recruitment is limited to using candidates recommended by central

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).
Our school participates in the Transfer School Common Core Institute which provides coaching. In addition, we have a literacy and math consultant. Each one works with teachers once a week. Over half of our teachers have been trained in AVID during summer institutes, and we attend other professional conferences and institutes when funding allows. We live and breathe Common Core implementation

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.).
Through Family Groups, we develop relationships with and among students to that we can identify student needs and put the supports in place that are required for potential success in school. Teachers receive training, mental health staff collaborate, and restorative practices and college readiness skills are taught to make sure that all students can do their best in school. We use funds to meet needs of all students. Over 80% of our students are eligible for free or reduced lunch and many are in crisis.

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.).
NA

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.
Our MOSL committee has decided that we should share responsibility for student outcomes across disciplines

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

Edward A. Reynolds West Side High School

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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



EDWARD A. REYNOLDS
WEST SIDE HIGH SCHOOL

140 WEST 102ND STREET

NEW YORK, NEW YORK 10025

TEL: 212-678-7300 FAX: 212-678-7380

JEAN MCTAVISH, PRINCIPAL

Kyle Hosier, A.P. Administration Mark Chenault, A.P. Supervision Lilit Suffet, A.P. Administration

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$302,445.00	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,993,383.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Jean McTavish	Assistant Principal Kyle Hosier
Coach N/A	Coach N/A
ESL Teacher Helene Papageorge	Guidance Counselor Tyler Small
Teacher/Subject Area Mark Torres	Parent type here
Teacher/Subject Area type here	Parent Coordinator Yvette Fernandez
Related Service Provider Global Kids	Other TBA
Network Leader(Only if working with the LAP team) Lisa Pilaski	Other TBA

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	571	Total number of ELLs	26	ELLs as share of total student population (%)	4.55%
--	------------	----------------------	-----------	---	--------------

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class											4	12	10	26
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	4	12	10	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	16

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	1			9			16		6	26

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	1	0	0	9	0	0	16	0	6	26
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											5	8	11	24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	5	8	13	26									

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
Intermediate(I)											4	5	7	16
Advanced (A)											3	5	2	10
Total	0	7	10	9	26									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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:

- 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.
 Our students transfer here and have credits from other high schools some from out of state.
 We do not have newcomers with transcripts from other countries. We analyze the student's transcript first for credits which are necessary for programming (L's) and graduation requirements. On an ongoing basis we assess student performance on regents exams,

NYSESLAT, Acuity and inhouse unifrom midterms and finals. We also use an inquiry cycle to evaluate performance assessments. We disaggregate all exams and analyze ELL performance. This is done by Family Group teachers, subject area teachers, counselors and administrators. Data suggests that ELL students struggle compared to their peers, largely a result of poorer literacy skills. As a result, improving literacy skills for Ells has become an instructiaonal focus.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students develop stronger vocabulary, academic, reading comprehension skills, and cognitively challenging lessons. Students require more focused writing assignments with focused scaffolded lessons.
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 [AMAQ tool](#))

3. This gives teachers insight into student performance. It is another piece of information on student performance which affects teachers' lesson planning and performance tools. (More graphic organizers, tap into prior knowledge, choice of reading materials and presentation of lessons. Results from the NYSESLAT are shared with our teachers to better inform instructional decisions. Individual student data is used to differentiate instruction.

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?

We disaggregate the periodic assessments to ascertain areas requiring more focus. While some ELLs outperform their peers, ELLs, on average, have lower scores and literacy skills.

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?
Second language development is considered in every insttutional decision. Common assessments and exam scores help provide data to inform instructional decisions. Teachers are constantly planning and differentiating lessons to meet the needs of our students. Improving students' English Language skills is a holistic goal for all content area teachers.

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.).
We assess the success of our ELL program for L's as evidenced on their regents/RCT examinations, credit accumulation and the graduation rate.

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

procedures at our school to identify ELL students. These steps include: The initial intake is conducted by Jackie Fiore, Science teacher with the parent coordinator interviews the students with the parent/guardian present. to identify students' educational needs, especially ELL students. During this intake, all information is explained in Spanish and other needed home languages so that the parents understand each step of the admission process and all ESL program choices offered by NYCDOE: Transitional Bilingual, Dual Language and Freestanding ESL. If a family speaks another language we find a speaker of that language among our staff to translate. Our staff speaks the following languages: Spanish, Portugese, French, Mandigo, Ukrainian, Hebrew, Chinese, Haitian Creole, Italian and Arabic.. Parents learn about the options for their child's education and further explain that we have a 'freestanding' ESL' program at our school. We talk about what each program has to benefit students. We also talk about the features of the three programs. When needed, we will contact the office of English Language Learners for support.

Student transcripts and report cards are analyzed to ascertain if the student who is transferring to our school was/is an ELL student. *does a preliminary analysis of the transcript and looks at the English credits the student has achieved.

*If the nomenclature for ESL appears on a course Kyle Hosier, AP, is called into the process to meet with the student and the parents. Students need at least 20 credits and two passed regents exams. The student must be at least 16 years old. (At this point we work solely with the transcript the student supplies and information from the interview. We do not have records /reports from ATS because the student is still enrolled and is still on the roster of another school. *If a student is coming from out of state the student generally comes from the DOE intake office and a ELL designation LAB-R to be administered is on the folder. The parents do the home language survey there. If a student comes directly to our school and has never attended a New York City public school then we give the family a Home Language survey. When student records arrive from his/her former school we look for the home language survey. Students from out of state come through the main intake office and are flagged for the LABR test which is administered by Kyle Hosier within the 10 day window. Jackie Fiore, a licensd science teacher conducts the initial screening. Yvette Fernandez, Parent Coordinator assists. Kyle Hosier, AP, works with identifying and interviewing ELL students and administers the LAB-R. Students eligible for the Revised Lab are generated from ATS (LBR). All ESL designated students take the NYSESLAT which is administered by Kyle Hosier, AP, each spring. The roster of students eligible to take NYSLAT is generated from ATS (RLER). Students are flagged at the door and given a pass to take this exam. Every day the students are flagged to complete all parts of this exam. During this intial meeting parents are asked a series of questions involving the student's educational background. (Where did you formerly go to school?, Were you born in the United States?, If so, when did you come to the United States?)

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

2. 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.
Parents are informed of the three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL) in their native language and in English. We speak to them about our 'freestanding' program in which content area teachers, Mark Torres (Social Studies, ESL) and Helene Papageorge, (English, ESL) licensed are taught by certified ELL teachers with materials in English. Teachers use ESL methodology (scaffolding, level, books of varying complexities, graphic mapping and reading/writing strategies. Parents are called and letters are sent home when a TBE or DL program becomes available
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 [\[see tool kit\]](#).)
Entitlement letters are sent out to uour parents in spanish and other languages that are needed. Format of these letters were taken from the DOE ELL Resource area and the Toolbox. Parent surveys and Program Elections for those students new to the NYC school system are place in the students' folders and then into their permanent record files when they arrive at our school. The intake teacher is responsible for all forms during the process. Parent choice is honored. Once again it is important to note that we have a 'freestanding ELL program' and that we are a transfer school.
4. 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.
At our high school right wecurrntly have a 'freestanding ESL program'. Should we find that a sufficient number of L's desire a Dual Language or a Transitional Bilingual Program, then we will open up these additional programs to serve the students. If a parent's option is transitional bilingual we then assist the parent in finding a program and/or we call high school placement to interview and place the student in the desired program. We honor parent choice and we thoroughly communicate with parents

about the instructional program we have and the other options at different schools (Liberty HS, Lower East Side Pre, George Washington Campus schools and Luperon, to name a few schools that have a 'transitional bilingual program'.

5.

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.

Kyle Hosier, AP, works with identifying and interviewing ELL students and administers the LAB-R. Students eligible for the Revised Lab are generated from ATS (LBR). All ESL designated students take the NYSESLAT which is administered by Kyle Hosier, AP, each spring. The roster of students eligible to take NYSLAT is generated from ATS (RLER). Students are flagged at the door and given a pass to take this exam. Every day the students are flagged to complete all parts of this exam.

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. [i](#)

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

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])?

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

We have an ELA transitional teacher who uses ELL strategies and methodologies in the class, a Social Studies teacher who is ESL licensed. Intermediate and advanced ELL learners have 300 minutes per week of either or both, Electives, ELL/ELA, Global Studies with certified ESL teachers. Students also take Spanish/NLA. Each class is for one hour. Depending on their graduation requirements they are taking taking various content classes with ELL certified teachers. ESL classes are part of the students requirements. All programming for L students are preslugged for these classes before actual programming begins.
3. 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.

ELL students who have received 3-6 years of service are earmarked for leveled content area texts, differentiated instruction, extra tutoring during lunchtime for individual attention, scaffolded tasks, understanding cognate, conventions and engaging materials including texts from their cultural heritages, AVID strategies, Cornell notetaking-listening skills, and college readiness, resume writing, research papers.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL certified teachers consistently evaluate students in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Common performance tasks are created for each unit of student. These formal assesments and other informal assessments are used throughout the year to assess Ells in the four modalitites of English acquisition.
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).

a. We do not have SIFE students. The AP, Kyle Hosier, will implement the SIFE instructional plan when the need exists. SIFE parents will receive weekly phone calls to update them on their child's progress. SIFE students will receive individual attention from their family group advisors. SIFE students will also receive the benefit of having team-teaching classes.

b. We do not have new arrival students from their homelands. We are a transfer school and take students who are overage and undercredited. However, newcomers receive instruction from ELL certified teachers, tutoring during lunch and after school, and direct instruction to improve their basic literacy skills.

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

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

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

Teacher teams are working to address reading strategies and vocabulary acquisition. Classrooms use differentiated and leveled texts to promote ELL development and improve literacy skills.

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?
- Students are scheduled according to their IEPs. We offer a self contained ELA class and Intergrated Co-teaching in each subject area. West Side strives to schedule student into the least restrictive environment. Teachers meet on a daily basis in teams to discuss instruction and ensure the needs of all students are being met.

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

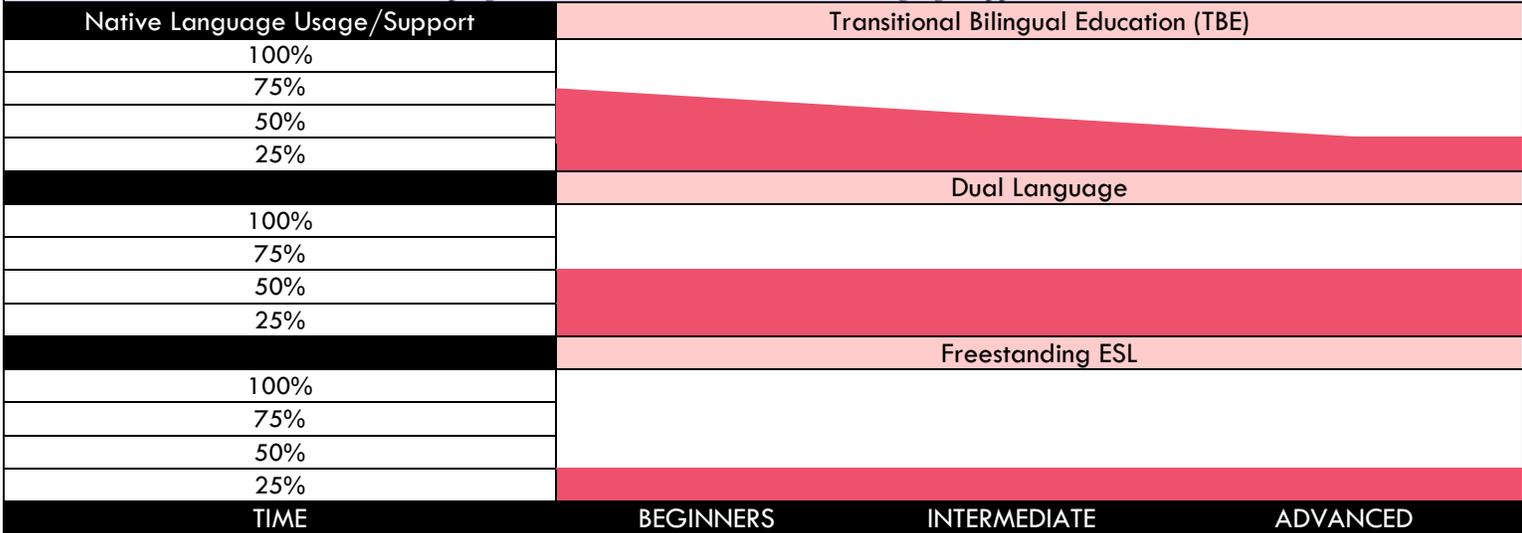
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
For ELA prep and electives we have individual tutoring during lunch, AM and PM small classes, Saturday regents prep nad RCT prep, Family Group peiod 1 each day is devoted to work with students to construct academic goals with a path to achieve success (attendance, grades) and to assist students in dealing with their daily lives in and out of school. We have 4 social workers at our school and a counselor. We utilize a math coach to help improve ELL instruction in all math classes. We include math teachers in the literacy professional development at our school. We have a licensed math teacher provide direct instruction to students after school in the library.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Students have varying success as illustrated by regents exams and the NYSESLAT. West Side continues to improve instruction to better serve our students. Teachers are informed how to identify ELLS in their classes by looking at their class code.
11. What new programs or improvements will be considered for the upcoming school year?
We are expanding programs and services with ELL students. We now have more courses in English and Social Studies
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Extra curricula: PSAL sports, wellness, rugby, gardening, cooking, yoga Global Kids all supplement our curriculum and are open to ELL students. They are enrolled in these activities and classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We have four computer rooms equipped with dragon, Regents prep programs, reading and writing programs, and Novanet.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
ESL engaging materials of all levels and in Spanish, library books, cultural fiction, dictionaries, bilingual dictionaries, content magazines.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our services support our ELL's ages and levels. Younger students with lower skills levels receive more targeted support. Students continue to receive targeted support to improve their skills as they progress their grade levels.
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.
We have orientation before the students first day of school and give them a tour of the building. Our ELL students range from 16 years old to 21 years old
18. What language electives are offered to ELLs?
We offer Spanish to our ELL students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.

We provide group and individual professional development for all teachers of ELL students. They have access to all resources available to chart ELL progress (NYSESLAT scores disaggregated, disaggregated regents scores, Family Goup attendance charts which includes academic progress,. Teachers learn about ELL methodology and strategies: scaffolding texts, graphic mapping, tackling academic reading, writing conferencing) and support with the Common Core Standards with performance indicator. Our students have already attended other high schools and made the transition. We do offer daily support to ELL students in their first period family group class. Teacher teams meet every morning for professional development. This professional development lasts 40 minutes each day. Teachers also meet every other Monday for 45 minutes.

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. At all of our parent outreach activities we have bilingual staff and teachers communicating with our ELL parents. Flyers, and phone calls home are conducted in Spanish and English. We have college night for our parents, Financial Aid seminars, Aris training, and celebration dinners with the Parent Coordinator.
 2. We have the Ryan Health Center, Global Keds, Health Corp. and Wellness Program
 3. Parents fill out a survey and come to talk to the Parent Coordinator about their concerns. We discuss the differences between a traditional school and a transfer school. Parents are interviewed to learn more about their child and their circumstances.
 4. We align parent activities with interesting tasks that will advance their learning and understanding of our school's mission: financial aid, computer technology, doing income taxes, literacy classes, understanding ARIS and the GED. Translators are present at each of these activities. The parent coordinator maintains an attendance log.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: West Side High School

School DBN: 03M505

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jean McTavish	Principal		11/1/15
Kyle Hosier	Assistant Principal		11/1/15
Yvette Fernandez	Parent Coordinator		11/1/15
Helene Papageorge	ESL Teacher		11/1/15
	Parent		1/1/01
Mark Torres	Teacher/Subject Area		11/1/15
	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Tyler Small	Guidance Counselor		11/1/15
Lisa Pilaski	Network Leader		11/1/15
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M505** School Name: **West Side High School**

Cluster: **1** Network: **CFN 108**

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

Part A: Needs Assessment Findings

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

We have a questionnaire that asks parents their language preference in receiving written communication and in orally communicating with our school. Parents speak Creole, Spanish, French, and Arabic. Most of these parents require written and oral translation.

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

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The parent coordinator is fluent in Spanish and will help notify parents throughout the year. All relevant documents will be translated and sent to parents. At all of our parent outreach activities we have bilingual staff and teachers communicating with our ELL parents. Flyers, and phone calls home are conducted in Spanish and English. We have college night for our parents, Financial Aid seminars, Aris training, and celebration dinners with the Parent Coordinator.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: E.A.R. West Side High School	DBN: 03M505
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 33
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: West Side High School ELL students are serviced during the school day by one of our three teachers who has his/her ESL license. One of these teachers is also licensed in Social Studies and one is also licensed in English. The third is a dedicated ESL teacher co-teaching and co-planning Social Studies. In addition, content area teachers receive push-in ESL support and professional development from the assistant principals.

West Side High School has Saturday Academy to provide supplemental instruction that includes services for ELLs. This service provides our ELL students the necessary rigorous instructional support to improve college readiness. During the three Saturdays prior to the administration of January Regents Exams as well as the three Saturdays prior to the administration of the June Regents Exams, we offer classes from 10am until 2pm designed specifically for ELLs and former ELLs that focus on study skills, academic and test specific vocabulary development, identification of key words in test questions or passages, as well as the organization of written responses to test tasks. In addition to the three ESL teachers, instruction is provided by content area teachers in math, science and social studies. Teachers co-plan and co-teach.

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

Part C: Professional Development

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

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

Part C: Professional Development

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

We have weekly professional inquiry learning groups (Wednesdays 8:15 to 9:00) and weekly department meetings at our school for all content area teachers (Thursdays from 8:15 to 9:00). The certified ESL teachers participate in these weekly meetings. Common Core aligned units and student work generated are reviewed with particular attention paid to the needs of ELLs and former ELLs. All teachers have strategy wheels to help them address the unique needs of ELLs.

As a result of our work this fall, we will again hire an AUSSIE consultant to work with us in the area of academic language development. These 10 days of professional development, which are scheduled every other week beginning in September, will help all content area teachers to improve the effectiveness of ELL strategies in the classroom. All three ESL teachers will have direct interaction and support from our AUSSIE coach. Funding for these 10 days is not fully covered by Title III monies. Rather it is supplemented with additional monies from other funding sources.

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

Part D: Parental Engagement Activities

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

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

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

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

Part D: Parental Engagement Activities

Topics covered are: "When will my child graduate? Reviewing your child's transcript", "How to listen so teens can talk and how to talk so teens can listen", "Preventing your child from substance abuse" as well as college application and financial aid training.

The exact dates for the 2014-2015 school year are still being finalized. Topics are included by month:

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

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

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

February: College Financial Aid for Parents

April: Talking to your teen

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
TOTAL	_____	_____