

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M505

School Name:

EDWARD A. REYNOLDS WEST SIDE HIGH SCHOOL

Principal:

JEAN MCTAVISH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: E.A.R. West Side High School School Number (DBN): 03M505
Grades Served: 10-12
School Address: 140 W. 102nd Street NY, NY 10025
Phone Number: 212-678-7300 Fax: 212-678-7380
School Contact Person: Jean McTavish Email Address: jmctavi@schools.nyc.gov
Principal: Jean McTavish
UFT Chapter Leader: Albert Bouchard
Parents' Association President: Alvera Orr
SLT Chairperson: Lilit Suffet
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Not available yet
Student Representative(s): Amir Williams

District Information

District: Transfer School Superintendent: Lashawn Robinson
Superintendent's Office Address: 1150 East New York Ave Room 303
Superintendent's Email Address: lrobinson3@schools.nyc.gov
Phone Number: 718-363-7441 Fax: 718-778-7385

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue NY, NY
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jean McTavish	*Principal or Designee	
Albert Bouchard	*UFT Chapter Leader or Designee	
Alvera Orr	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Not available yet	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Amir Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Mark Torres	Member/ Teacher	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Contextual information

EARWSHS is a transfer high school committed to providing students an opportunity to grow in a smaller learning community. The school is committed to nurturing the intellectual curiosity and creativity of all its learners, including

English Language Learners, Special Needs students and students requiring Academic Intervention Services. We envision that every student will attend college or enter the work force. EARWSHS strives to work with students and their families in an effort to develop each student's sense of value and agency as a member of this supportive learning community.

West Side's mission is to educate all students who are at risk. Our purpose is to develop economically self sufficient, socially conscious, critically thinking citizens. We strongly believe that every student is capable of success in a nurturing environment that respects individual effort and achievement. We provide an atmosphere, which features smaller class size, a supportive "family group" system, and opportunities for student internships and parental involvement. Our mission is to create an educational environment that will serve as a magnet to students who have been turned away/off by their previous schools.

West Side High School is located on the Upper West Side of Manhattan. The school serves students from all five boroughs of New York. The school was established in 1972 by a West Side community based organization as an alternative to the already overcrowded Brandeis High School. It is one of the oldest Alternative Schools in New York City, over 40 years of serving students that wanted or needed something different for themselves with regard to their high school education and their lives.

West Side High School serves 500 students, most of whom reside in Harlem, Washington Heights and the Manhattan Valley areas. West Side High school was renamed, Edward A. Reynolds West Side for its late -- and beloved -- founder, who started the school in 1972 when the idea of alternative education was still untested. The school is housed in a modern building with a newly renovated gym, the latest in technology, a well-equipped arts room and impressive science labs. The facilities are a clear draw for students and its location attracts many young, enthusiastic teachers. Most incoming students are age 17 and older when they transfer into West Side. Some students come from vocational schools; others from large, comprehensive high schools; still others from rigorous academic settings. Some students are returning from experiences in residential treatment or DFY facilities. Still others are returning to school after

the birth of a child or an extended period of truancy.

Framework for Great Schools

West Side has made significant progress in all elements of the Framework for Great Schools . Our Quality Review Area of Celebration was 4.2: Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. We received a rating of Well Developed in this area. Our key areas of focus for the 2015-16 school year will be a continuation of what we worked on last year. Our instructional focus will be "Making student thinking visible and audible." We will continue to reflect on student work products generated in classrooms in order to revise our curriculum including the instructional strategies necessary to ensure that all students are able to meet rigorous learning targets.

Another area that we excel in is creating and maintaining a school community that supports our students in all areas of their lives, not just the parts that they are tested on. West Side High School received Gold Recognition nationally again by the Alliance for a Healthier Generation for our work around wellness. In addition to this, we developed a set of community values that we use as the basis of our restorative justice approach to student discipline. As a result of this work, our school tone has improved. We have enjoyed the reputation for having a positive tone in our school for many years, but this approach has helped us move from “good to great.” We will continue to develop this work as well.

03M505 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	548	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	3	# SETSS	N/A	# Integrated Collaborative Teaching	30
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	3	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.4%	% Attendance Rate			61.5%
% Free Lunch	80.5%	% Reduced Lunch			6.3%
% Limited English Proficient	4.6%	% Students with Disabilities			19.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			33.9%
% Hispanic or Latino	62.5%	% Asian or Native Hawaiian/Pacific Islander			1.3%
% White	1.5%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	13.75	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			5
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	45.6%	Mathematics Performance at levels 3 & 4			43.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

***Quality Review Indicator 1.1 Findings:** Teachers work collaboratively to refine curriculum maps and lessons that are aligned to Common Core Learning Standards. Curricula and academic tasks are refined in order to provide multiple entry points and to allow for student thinking to be made visible.

***Quality Review Indicator 1.1 Impact:** The curriculum development work conducted in the school is helping to strengthen vertical and horizontal curriculum alignment, to increase rigor of instructional tasks, and to elevate postsecondary readiness for all students including ELLS and SWDs.

***Quality Review Indicator 2.2 Findings:** Teachers analyze student work, use baseline and Regents assessment data to identify learning gaps, to revise the curriculum, and to implement instructional strategies to support learners.

***Quality Review Indicator 2.2 Impact:** The work of the teacher teams, along with school leaders tracking and monitoring student outcomes, is facilitating student progress towards mastery of learning targets and student achievement of learning outcomes.

Summary: EARWSHS has been engaged in learning about the CCLS and in revising our curriculum to meet the Common Core Standards for the past 4 years. We have made significant progress in insuring that students are actively engaged in ambitious intellectual tasks and critical thinking in all of their classes. In the early years, the Regents were not yet aligned to the CCLS. Now that we have Common Core Regents exams in ELA and in Math , and as we begin to see the shifts in the Social Studies exams we see a downward trend in our scores. We need to continue to revise the curriculum to insure that our courses focus where the assessments focus. Common

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. To continue to collaboratively align current curriculum, units, and lessons to the Common Core Standards

a. By June, 2016, departmental teacher teams will engage in 2 cycles of inquiry to reflect and revise curriculum alignment with CCSS and to determine how to guide students to meet the common core expectations which will result in improving Regents test scores in January and June by 3% in all subjects.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. The Common Core Working group will continue to develop a the use of summary as a comprehension strategy, to refine our rubric used to assess the summaries vis a vis comprehension, and conduct professional development on the use of the strategy with the rest of the staff. In addition, the working group will begin to look at how we help students to realize their own agency as learners in order to strengthen their ability to be persistent as they approach rigorous tasks.</p>	<p>All students and teachers</p>	<p>September through May</p>	<p>All teachers and administrators</p>
<p>1. The WICOR Working group will work in conjunction with the Common Core Working group in order to identify and conduct cycles of inquiry testing strategies to use across classrooms.</p>	<p>All students and teachers</p>	<p>September through May</p>	<p>All teachers and administrators</p>
<p>1. The UDL working group will continue to identify assistive software applications to ensure all students can tackle complex texts and tasks independently and write independently.</p>	<p>All students and teachers</p>	<p>September through May</p>	<p>All teachers and administrators</p>
<p>1. Departments teams will collaboratively plan Regents preparation courses including common assessments at the end of each unit at a minimum. Teachers will actively participate in collecting and keeping student work to be analyzed by both the department and working groups. Teachers will also maintain a file of student work as exemplars of what the process or final product demonstrates a high level of student mastery.</p>	<p>All students and teachers who are preparing for Regents exams</p>	<p>September through May</p>	<p>All teachers and administrators</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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. Weekly after school professional learning time will also be used.

We will continue to work with consultants from Generation Ready, Escolta, and ReDesign. Per session and classroom coverage will be used if budget allows.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. NYC Performance Task (administered in November and in May) 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 3% by June. Progress will be checked on January Regents

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

February 2015 Quality Review Feedback:

* **Quality Review Indicator 1.2 Findings:** Across classrooms, teaching practices reflect the school’s curricula and the set of beliefs articulated through the instructional goals of improving comprehension through annotation, student discussion, and summarizing.

* **Quality Review Indicator 1.2 Impact:** Across classrooms, students engage in challenging instructional tasks that promote discussion and provide opportunities to engage students in higher order thinking skills and to visualize their thinking.

We have analyzed many years of data and continue to verify that continual school improvement requires the improvement of teacher pedagogy aligned with College Readiness expectations. We will engage in this work until all of our students are successful 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 that 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 helped us to improve our formative assessment strategies as well as to provide a strong underpinning for giving actionable feedback to students and for determining what the next instructional steps will be. In the 2015-16 school year, we will continue to refine the work from previous years and add an additional focus on student agency and persistence. We believe that this course of action is aligned with the Chancellor’s mandates and we trust that it will lead to improved student outcomes as evidenced by Regents scores and graduation rate.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

TEACHER PRACTICE: By June 2016, teachers at EAR West Side High School will collaboratively strengthen their individual and collective practice in Domains 2 and 3.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>Teaching Staff</p>	<p>Ongoing September through May</p>	<p>All teachers and administrators</p>
<p>3 working groups will analyze student work and teacher work generated from the Common Core Standards aligned units and tasks through their lens of expertise with a focus on Questioning and Discussion (AVID WICOR working group); Learning Targets, Habits of Mind, and Mindsets (Common Core working group); and use of instructional technology to support the needs of all students (UDL working group).</p>	<p>Teaching Staff</p>	<p>Ongoing September through May</p>	<p>All teachers and administrators</p>
<p>Teachers will reflect on unit plans and curriculum maps written last year and revise them to incorporate their new learning</p>	<p>Teaching Staff</p>	<p>Ongoing September through May</p>	<p>All teachers and administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1. PL on formative assessment, making student thinking visible, and instructional shifts and strategies, persistence and student agency</p> <p>2. Maintain AVID certification and continue to implement school wide program</p> <p>3. All teachers participate in a Circular 6 collaborative planning assignment during 1st period daily.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Teachers' use of focus strategies will increase by 25%.
2. Improve College Readiness Index on the new Progress Report by 2% (if we have one next year)
3. Teachers will use focus strategies in family group and subject area classes (increase strategy use by 25%)
4. Teachers will increase rounds of collaborative inquiry from 4 per year to at least 8.
 - a. TSCCI Forums in November and March; Transfer School Conference (June, 2016)

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Course or Regents Failure	Extended day classes, team teaching, lunch time tutoring	Small group or one-to-one tutoring	During the school day, AM and PM School
Mathematics	Course or Regents Failure	Extended day classes, team teaching, , lunch time tutoring	Small group or one-to-one tutoring	During the school day, AM and PM School
Science	Course or Regents Failure	Extended day classes, team teaching, , lunch time tutoring	Small group or one-to-one tutoring	During the school day, AM and PM School
Social Studies	Course or Regents Failure	Extended day classes, team teaching, , lunch time tutoring	Small group or one-to-one tutoring	During the school day, AM and PM School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Personal crisis, course or Regents failure, truancy	1:1 or group counselling	1:1 or group counselling	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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 Superintendent's Office, the Transfer School Common Core Institute, and the Manhattan Borough Fields Support Center. 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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
na

Part 4: SWP Schools Only

4a. 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

4b. 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 teachers and school leaders engage in cycles of inquiry that focus on looking at student work generated from common assessment in order to adjust instruction. Professional development focuses less on the use of assessment results to improve instruction as opposed to focusing on strategies and interventions that can be used to address the findings of the assessments. All teachers meet in both departmental and interdisciplinary teacher teams to engage in this work.

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

<p>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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	302,909.00	x	Section 5a and 5c
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,299,871.00	x	Section 5a and 5c

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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Edward A. Reynolds West Side High School Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. West Side High 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 the school and the families. The 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 the school community. West Side High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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.

EDWARD A. REYNOLDS

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SCHOOL-PARENT COMPACT

Edward A. Reynolds West Side High 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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: <u>E.A.R. West Side High School</u>	DBN: <u>03M505</u>
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: <u>33</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: West Side High School ELL students are serviced during the school day by 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

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

Part C: Professional Development

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.

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 	_____	_____

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.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 505
School Name Edward A. Reynolds West Side High School		

B. Language Allocation Policy Team Composition

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

Principal Jean McTavish	Assistant Principal Mark Chenault
Coach Jonathan Shank	Coach Caroline Onwuelmeli Peter
ENL (English as a New Language)/Bilingual Teacher	School Counselor Joan Ruley
Teacher/Subject Area Helene Papageorge/English	Parent type here
Teacher/Subject Area Mark Torres/Social Studies	Parent Coordinator Mardory Nembhard
Related-Service Provider Azeen Karamati	Borough Field Support Center Staff Member type here
Superintendent LaShawn Robinson	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	400	Total number of ELLs	27	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	20

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										0	8	12	7	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)											5	6	4	0
Expanding (Advanced)											2	3	3	0
Commanding (Proficient)												0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	18		3	
Integrated Algebra/CC Algebra	8		3	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	10		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	13		1	
Geography				
US History and Government	10		4	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses department created formative assessments for each unit of study. The student work is analyzed during weekly meetings and intervention strategies are determined based on the findings. Our ELLs require support in reading comprehension, academic vocabulary, and written and oral expression. Our instructional plan for the school emphasizes these elements for in Family Group and in Core Academic classes. Teachers' professional learning is supported in working groups, department, and Family group teacher teams.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Only 7 of our students completed the NYSESLAT last year. The multi day format coupled with our student's poor attendance makes it difficult to administer the test
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool reveals that our ELLs out perform our entire student body in terms of credit. 50% of our ELLs are over age and under credited while 61% of our school is over age and under credited. Our ELLs are slightly less likely to have been held over in the past three years (50% for the ELLs and 56% for the whole school). Finally, 80% of our school is "at risk level 3 or greater." All of our students require interventions.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Our school is non graded. Regents exams are given in the student's home language if the student, parent, and teacher agree that the student's native language skills are better than their English skills. Our students are generally not literate in both English and their home language, so taking the exams in the home language doesn't help.
 - Our school uses department created formative assessments for each unit of study. The student work is analyzed during weekly

meetings and intervention strategies are determined based on the findings. We frequently find that our ELLs require support in reading comprehension, academic vocabulary, and written and oral expression.

- c. We learn that the students struggle in both their home language and in English. Sometimes we find that the student has an unidentified learning disability.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
NA
6. How do you make sure that a student's new language development is considered in instructional decisions?
The student's ELL status is known to all professionals in the building. It is the first issue that is addressed when we case conference a student.
7. For dual language programs, answer the following:
a. How are the English-proficient students (EPs) assessed in the target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?
NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Frequently, our ELLs are our highest performing subgroup and they out-perform all other subgroups including "all students." Three years ago, we noticed that ELLs were not out-performing the other students in English, we hired 2 social studies teachers who are also licensed ESL teachers to help support students with the literacy demands of the US and Global Regents.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
- 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 Mardory Nembhard, the parent coordinator. She 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 Kristin Schmitz, 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 Mardory Nembhard within the 10 day window. Sarah Frank, a licensd special education teacher conducts the initial screening. Mardory Nembhard, Parent Coordinator assists. Kristin Schmitz, 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 Wanda each spring. The roster of students eligible to take NYSLAT is generated from ATS (RLER). Students are flagged at the door and given a pass to take this exam. Every day the students are flagged to complete all

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

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

If the student is a new student to NYC, the HLIS is given to them by our parent coordinator, Mardory Nembhard.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At the admissions interview, Mardory Nembhard, Parent Coordinator, and Caroline Onwuemeli Peter, IEP teacher, asks students and their family when the student started school and if the student was enrolled in school during the entire year for each year s/he was in school. If the answer is no, the Parent coordinator asks probing questions to learn the details. After that, Teacher teams routinely examine student work in an effort to identify SIFE students, students with unidentified learning disabilities, or other learning challenges. Once identified by a teacher team, students are screened further to determine appropriate interventions be it ESL, phonics and fluency, or a combination of both.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

At the admission interview where students and parents are interviewed, students who apply to our school with IEPs are identified by our parent coordinator, Mardory Nembhard, and referred to our IEP teacher, Caroline Onwuemeli Peter, both of whom sit on our LPT. The LPT members make a recommendation which must be accepted or rejected by the parent within 20 days. If a parent requires translation in a language other than Spanish, we include Mark Chenault, Assistant Principal, who is fluent in French, Azeen Karamati, social worker, who is fluent in Arabic and Saras Raman, who is fluent in Hindi.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

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

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the admissions interview, 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 determine their preference at the admissions interview. Although bilingual programs are the default placement when a parent survey is not returned, we make decisions based on the best education interest of the child, not bureaucratic policy mandates.

Parents are called and letters are sent home when a TBE or DL program becomes available

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents receive the Parent Survey and Program Selection forms at admission to the school. These forms are part of the admissions packet and parents must complete them during the initial student interview in their preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Once the student is admitted to our school, PSPS forms are taken out of the admission folder. Student folders that have a missing PSPS are noted and the parent coordinator follows up with them. Forms and follow up are in the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parents are notified verbally regarding placement at admissions. Follow up letters are mailed by our parent coordinator in the parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All of the ELL documentation are maintained in the student's cumulative record.
11. 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.
Caroline 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 Wanda Caine, ELA teacher, 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. We administer every part of the test every day because our students' attendance is poor.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support letters are mailed home to parents by our parent coordinator in the parent's preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parent choice has overwhelmingly has been our 'freestanding ELL program'. We have 32 ELL students whose parents have opted for this program. We have not had any parents request a 'transitional bilingual program'. This data trend demonstrates to us that we should plan for freestanding ELL programs in the future.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
We have a STAND ALONE (aka 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 Jean McTavish for support.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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. Classes target Emerging, Transitioning, and Expanding levels and students are grouped heterogeneously in ungraded classes. Students also take Spanish/NLA. Each class is for one hour. Depending on their graduation requirements they are taking various content classes with ELL certified teachers. ESL classes are part of the students requirements. All programming for ELL students are preslugged for these classes before actual programming begins.

3. Describe how core content is delivered in each program model. 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. All coursework is aligned with the Common Core Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ESL certified teachers consistently evaluate students in their native languages using informal assessments.
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 study. These formal assesments and other informal assessments are used throughout the year to assess ELLs in the four modalities of English acquisition. Common assessments are given at the end of each unit of study which amounts to once every 4 to 6 weeks.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. We do not have SIFE students. The Special Needs coordinator, Caroline, 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 newcomers at our school. 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 leveled and age appropriate, analyzing literature, conventions of English, cognate awareness. Students receive differentiation based on their performance on the NYSESLAT>
 - d. Long term L's receive ELA prep and or electives in College Reading/Writing, as well as college/career skill building.
 - e. Special Needs students and former ELLs receive an enriched curriculum based on their performance on NYSESLAT and their IEP's. Graphic organizers, leveled texts, one on one instruction, content area support, lunchtime tutoring, regents and RCT prep, career and college skills.

Test accomodations of time and one half are given to all ELL and former ELL students.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

At a Transfer School like ours, all students 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. Most of our students have academic deficits and they all improve at different rates. We have ongoing common assessment practices across disciplines that help us ensure that all students' academic needs are being met regardless of their "label." If a student has been re-identified or is recieveing services for the first time in a number of years, we monitor his/her grades in Skedula and we analyze the report card of the current cycle. In addition, we talk to the student to see how s/he is doing.
8. 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?

Chart other teams are working to address reading strategies and vocabulary acquisition. Classrooms use differentiated and leveled texts to promote ELL development and improve literacy skills. Students are taught to use assistive technology and application s that facilitate reading and writing as well as improve memorization such as the Solo Suite and Quizlet.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

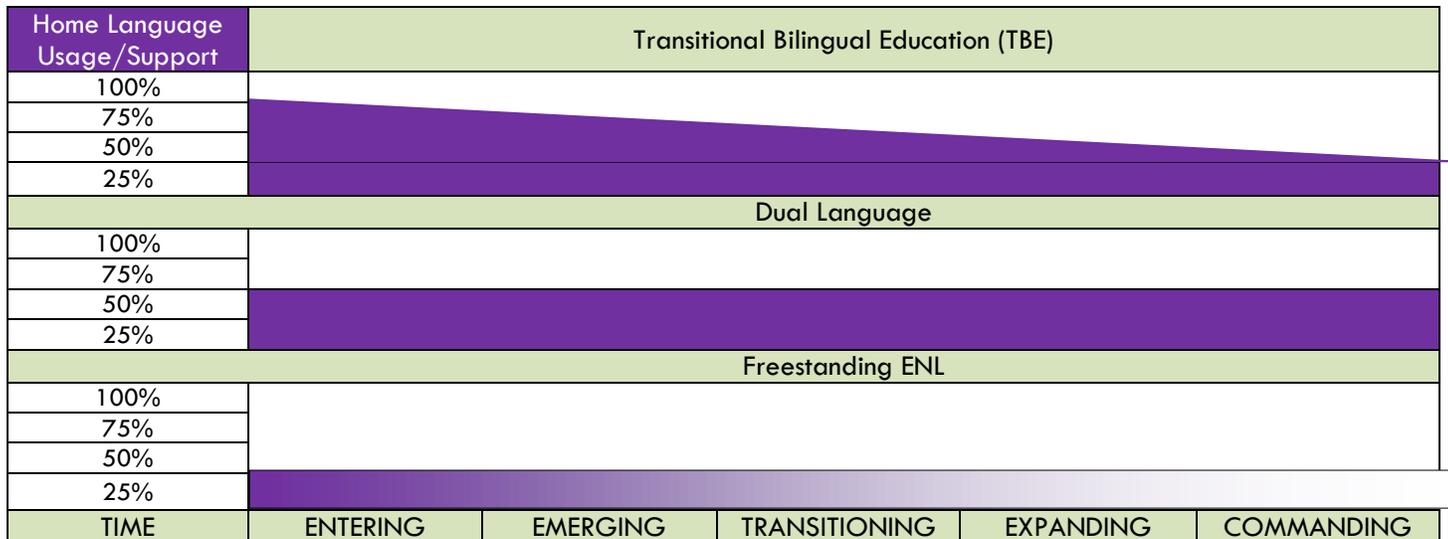


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
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 Principal Jean McTavish for support. In addition to our classes, students can get extra support from their teachers in any content area by attending tutoring at lunch and after school, by attending PM or AM school classes. All services are offered in English only. The above mentioned interventions are available in ELA, Math, Social Studies, and Science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELLs frequently out perform our "all students" subgroup as well as our other NCLB subgroups. In a transfer school, all of our students have academic challenges. Our ELLs often have better attendance than our general education population. As such, our current program is effective. Students are flagged as ELLs in Skedula so teachers can see it each time they look at their class profile. They can then look at the student's grades and exam history to find more information they can use to target their interventions.
12. What new programs or improvements will be considered for the upcoming school year?
We are implementing the new Educating Powerful Writers: An Integrated Scope and Sequence for High School Writing.
13. What programs/services for ELLs will be discontinued and why?
We will continue to deliver the services we have in the past, but the curriculum mentioned above will replace teacher authored unit plans.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
In a transfer school, all of our students have academic challenges. As such, we have one to one tutoring available every day during our student lunch and 4 days a week after school. We can also pull students out of class for intensive help as needed. Saturday school and vacation school are also available if our budget allows.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We use Ipad, Chromebooks, as well as traditional traditional computers and interactive Smartboards. All classrooms have the Solo suite available which includes a text reader and writing supports
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ELL certified teachers consistently evaluate students in their native languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
As a non graded transfer school, all of our services/resources correspond to the ELL's age level. Our services/resources are respectful and realistic.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We have rolling admissions at our school. As students enter the school, we hold orientation sessions for both parents and students in order to help them transition to the new school setting. We focus on supporting all students academically and socially. Our social workers and parent coordinators run orientation workshops throughout the year to help students identify key adults and resources available to support them in our community.
19. What language electives are offered to ELLs?
Spanish is the only language we offer. We have levels for Native Speakers.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 Group attendance charts which includes academic progress,. Teachers learn about ELL methodology and strategies: scaffolding texts, concept mapping, tackling academic reading and vocabulary, writing conferencing) and support with the Common Core Standards performance indicators. Our students have already attended other high schools and made the transition. Our professional learning occurs every Monday afternoon and Wednesday, Thursday, and Friday mornings throughout the year. We send teacher leaders, the PC, and administrators out to ELL PDs when they are made available throughout the year. For example, last week, we sent a math teacher and a science teacher to DOE sponsored PD on supporting ELLs in the respective content areas.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs participate in inquiry teams that focus on the Common Core Standards and College and Career expectations
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
NA. We are a high school, so we transition students to college or career training. Our transition work with students begins with our orientation and ends with articulation to college or career training. Our Family Group class offers group guidance and academic advisement. We have a team of 5 social workers to address more serious social emotional problems. Our 2 guidance counsellors support students in selecting a post secondary experience.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

We have three types of professional development for teachers. Our working groups focus of aligning our curriculum and our pedagogy to the Common Core Standards. Our Departments work on deepening the work of the working groups. Teachers learn about ELL methodology and strategies: scaffolding texts, concept mapping, tackling academic reading and vocabulary, writing conferencing) and support with the Common Core Standards performance indicators. Currently, we focusing on accountable talk, classroom discussions and scaffolds, and growth mindsets. We do offer daily support to ELL teachers in their first period family group meeting. Teacher teams meet every morning for professional development. This professional development lasts 40 minutes each day. Teachers also meet every Monday afternoon for 45 minutes after school. We keep digital copies of all agendas and attendance in Evernote.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
We hold individual parent conferences with for all of our students. All of the student's teachers are present at the meeting to discuss student language development and progress across content areas.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Our parent coordinator begins setting up these meetings in November. She schedules the meeting or translates for teachers during phone conferences. Letters in the parent's preferred language are sent home if parents are unavailable for either in person or phone conferences. Copies of this correspondence is kept in the student cumulative file.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
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, Pupil Path training, and celebration dinners with the Parent Coordinator.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have the Ryan Health Center that provides comprehensive health and medical care to students. The Ryan Center staff is available at most of our parent events.
5. How do you evaluate the needs of the parents?
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.
6. How do your parental involvement activities address the needs of the parents?
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 Pupil Path and the TASC. Translators are present at each of these activities. The parent coordinator maintains an attendance log.

D. Additional Information

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

Paste response here:

School Name: Edward A Reynolds West Side HS

School DBN: 03M505

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jean McTavish	Principal		10/10/15
Kristin Schmitz	Assistant Principal		10/10/15
Mardory Nembhard	Parent Coordinator		10/10/15
	ENL/Bilingual Teacher		
	Parent		
Helene Papageorge	Teacher/Subject Area		10/10/15
Mark Torres	Teacher/Subject Area		10/10/15
Jonathan Shank	Coach		10/10/15
Caroline Onwuemeli Peter	Coach		10/10/15
Azeen Karamati	School Counselor		10/10/15
LaShawn Robinson	Superintendent		
Hong Ying Shen	Borough Field Support Center Staff Member <u>Deputy</u> <u>Director ELL</u>		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M505**

School Name: **E.A.R. West Side High School**

Superintendent: **LaShawn Robinso**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We have a questionnaire that asks parents their language preference in receiving written communication and in orally communicating with our school. Each student is interviewed in person prior to admission to our school. Parents must attend this interview with their student. If a parent is not available, we check the ATS report of Preferred Languages

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Currently, parents speak Spanish, French. Most of these parents do not require written and oral translation.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Admissions Documents; Orientation Documents; Open School Documents; Report Card Documents; Regents Documents; Graduation Documents

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night (September); New Parent Orientation (October); Open School Night (November); New Parent Orientation (February); Open School Night (March); PTA meetings (monthly); Parent phone calls by attendance office, guidance, and dean (daily); IEP meetings (ongoing); ELL meetings (ongoing).

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We have staff members who speak both Spanish and French. They are available to translate in person, by phone, or to translate our written communication.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school staff is available to translate any time a parent calls or needs to be called. We do not use students or other parents to help us translate.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff are informed about translation resources people who are available at our school at staff meetings. Staff has received the "I speak" card to use if need be.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will send out a parent survey using a Google form in the late spring.