



**Edward A. Reynolds
West Side High School**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (DISTRICT03/ BOROUGH: M/ NUMBER 03M505)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 505 **SCHOOL NAME:** Edward A Reynolds, West Side High School

DISTRICT: 03 **SSO NAME/NETWORK #:** Children First Network 108

SCHOOL ADDRESS: 140 W. 102nd Street New York, NY 10025

SCHOOL TELEPHONE: (212) 678-7300 **FAX:** (212) 678-7380

SCHOOL CONTACT PERSON: Jean McTavish **EMAIL ADDRESS:** Jmctavi@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u></u>
PRINCIPAL	<u>Jean McTavish</u>
UFT CHAPTER LEADER	<u>Carl Meltzer</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Josephina Perez</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>Mohammed Barrow</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u></u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Jean McTavish	*Principal or Designee	
Carl Meltzer	*UFT Chapter Chairperson or Designee	
Josephina	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Mohammed Barrow	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for

your school will be addressed in Part B of this section.

VISION:

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.

MISSION:

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.

Edward A. Reynolds 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 30 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 600 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. Students must have at least 10 credits, but some have 30 or more. To accommodate all of these circumstances, West Side uses a number of strategies to accelerate credit accumulation. The school operates on a six cycle annual schedule where students can earn at least half a credit for each course they complete.

"Cyberschool" provides an opportunity for students to complete coursework independently in the

computer lab rather than entering a class after an extended period of absences or enrolling in the school late in the academic cycle. West Side also offers extensive counseling services to support students' efforts to stay in school.

West Side's current CBO partners include the LYFE Daycare, the Ryan School Based Health Clinic, HealthCorps, Global Kids, Settlement College Readiness Program, John Jay College Now, Children's Aid Society, Cycle Smarts, Read to Me, and The Women's Project.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank

format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
Grades Served in 2009-10: School Name: District:	Pre-K	K	1	2	3	4	5	6	7
	DBN #: 8	9	10	11	12	13	14	15	16
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		64				
Kindergarten	0	0	0	Student Stability: % of Enrollment					
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0						
Grade 3	0	0	0	Poverty Rate: % of Enrollment					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0						
Grade 6	0	0	0	Students in Temporary Housing: Total Number					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0						
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				Suspensions: (OSYD Reporting) – Total Number					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions	0	0	0		
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions	0	0	0		
Number all others				These students are included in the enrollment information above.					

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006.07	<input type="checkbox"/> 2007.08	<input type="checkbox"/> 2008.09	<input type="checkbox"/> 2009.10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09)	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Differentiated Accountability Phase (Check .)		Category (Check .)		
		Basic	Focused	Comprehensive
In Good Standing (IGS)				
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (.)		Secondary Level (.)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

"q	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
"q ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, summarize in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?

What are the most significant aids or barriers to the school's continuous improvement?

As a transfer school whose students stay with us for an average of 1.5 years, it is difficult to identify performance trends. When one looks at the demographic data in this document alone, it is clear that our student body changes significantly from year to year. For example, in the **2006-2007** school year, we had a surge in both the NCLB subgroups of African Americans, and Economically Disadvantaged students. By the next school year, that surge disappeared. In addition to the difficulty in identifying trends, we do not receive accountability data in a timely fashion. We did not receive our **2006-2007** Progress Report until July of **2008**, we received our **2007-2008** Progress Report in February of **2009**, and we received our **2008-2009** Progress Report in March of **2010**. We were told that we will receive our **2009-2010** Progress Report in November of **2010**. NCLB data from the NYSED has similar problems. We received our NCLB status resulting from the **2006-2007** school year in April of **2008**. This year, we were identified as a School In Focused Restructuring in English for the Students with Disabilities Subgroup. By January of **2010**, we were a **School in Good Standing**. The opportunity to make plans or take action based on this data is often misdirected or gone given the short window of instructional time that we have with our students.

From a school wide perspective, we evaluate broad goals such as attendance, drop out rate, credit accumulation, Regents scores, and graduation rate each quarter. If we notice a trend or a drop in numbers, we are eager and able to realign our resources to create programs or simply get the job done.

Over the past 2 years, we have worked to increase the rigor of our courses their requirements in order to increase the number of students passing the Regents exams with a 65% or higher and to better prepare our students for their first year of college. We changed our participation policy for class work and we required that students enrolled in a course that ends with a Regents actually pass the Regents in order to earn credit in the class. We saw dramatic gains in our US History, Earth Science, and Living Environment Regents passing rates. We had a less dramatic improvement in ELA, and scores went down in Math and Global History as compared to our January results.

We did not expect to see a decrease in our credit accumulation. In the 2008-2009 school year, students earned 5114.82 credits. In 2010, students earned 4629.48 credits. While we anticipate this figure to increase by the end of the summer, we do not expect to exceed the 485.34 credit difference. Our school must develop strategies to improve credit accumulation.

On a departmental level, we use in house interim assessments and Regents results to evaluate our

progress. Trends, patterns, and item analysis are used to adapt our plans or adjust our goal. We are capable of adding or dropping classes, creating classes that are more advanced or adapted for students with learning gaps, pulling students out for intensive work in any subject area for Regents Prep or Component Retesting or NYSSLAT.

On a classroom level, teachers use assessments to evaluate efficacy of strategies and activities and differentiation. While it is stated repeatedly that differentiation is not individualized instruction, teachers must be able to evaluate student progress toward instructional goals individually so that future instruction can be adapted or adjusted and so that the needs of each learner are met.

In the coming years, we must apply our knowledge of how to prepare students to pass the Regents in a semester to the NY State assessments that will be developed and aligned with the new National Common Core Standards. This will require a revision of our curriculum and the above mentioned assessments. In addition, much of our efforts have been on analyzing items on the Regents, analyzing student performance on exam questions, revising course content, and extending learning. We can now focus more strongly on pedagogy. We have learned a great deal about what needs to be taught, but we have more work to do in terms of how to teach each student most effectively.

The goals identified in this document come directly from our first two School Quality Reviews, from what we can glean from this year's incomplete Quality Review, from our 2008-2009 Progress Report which we just received in March 2010, and from our own data. For the purposes of this document, we will assume that this will show similar trends in both the 2008-2009 and 2009-2010 Progress Reports.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- To Continue To Develop A Data Culture Grounded in Robust Technological Applications Within The School
- To Begin The Alignment of New York State Standards to the Common Core Standards in ELA, Math, and Social Studies and Science Literacy
- To Increase Credit Accumulation For Each Subgroup On The New York City Progress Report
- To Provide Differentiated Professional Development For Teachers Based On The Santa Cruz Professional Development Standards

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To begin the alignment of New York State Standards to the Common Core Standards in ELA, Math, and Social Studies and Science Literacy.</p>
<p>Action Plan Include: Activities/Strategies the school will implement to accomplish the goal; responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Departments will analyze and compare NYS standards and Common Core Standards during Cycle 2. Teachers will meet during 3 after school Professional Learning (PL) meetings facilitated by PL Team members 2. Departments will articulate guaranteed and viable instructional objectives and common assessments aligned with both sets of standards with particular attention paid to the NY State Regents exam demands. Cycles 3 and 4. 3. Teachers will analyze items on the January 2011 Regents to detect changes in exam content or process demands in order to make necessary adjustments to curriculum maps and unit plans 4. Departments will identify and develop unit plans that are common to both sets of standards. Cycles 3 through 6.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Time/Schedule: Monthly professional development meetings and common planning periods in groups and by department during 1st period.</p> <p>Professional Development: Chancellor’s Professional Development Day 11/2/10 with AUSSIE consultant (\$1,100 Title 1 fiscal year 09)</p> <p>AUSSIE consultant - Dinah(15 days \$17,250)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Departments will maintain a graphic organizer summarizing this analysis on Google Docs 2. Administrative Team will place objectives and assessments in curriculum map templates on Google Docs. 3. Teachers will attach 1 unit plan to the departmental curriculum map on Google Docs.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p align="center">To Continue To Develop A Data Culture based on Robust Tech. Applications Within The School</p> <ul style="list-style-type: none"> a. Continue to develop data management systems to share data b. Use Collaborative Action Research (CAR) to improve teaching c. Use data to identify instructional needs of all students and subgroups d. Develop facility with administrative and instructional technology
<p>Action Plan <i>Include: Activities/Strategies the school will implement to accomplish the goal; responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The staff will use Google Docs to share data files, curricular and instructional materials, and other pertinent student information; Key staff: Ted and Kristin • The class summary sheet (the “big sheet”) will be revised and updated at the beginning of each of our 6 cycles. Key staff: Kristin and Administration and AUSSIE consultant. • Departments and classroom teachers will identify groups of students (traditional and non-traditional subgroups) to target for particular instructional intervention based on the analysis of the class summary sheet at the beginning of each cycle. • Departments will use CAR in order to identify best practices for particular groups of students in order to incorporate these strategies into their lesson planning. • Teachers will continue develop a repertoire of technological applications including the use of programs like Inspiration and Read & Write Gold to ensure academic rigor and work toward college readiness for all students including students with disabilities as outlined in the appendix of the CCSS.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Time/Schedule: Monthly professional development meetings and common planning periods in groups and by department during 1st period.</p> <p>Professional Development: Chancellor’s Professional Development Day 6/10/10 with AUSSIE consultant (\$1,100 Title 1 fiscal year 09)</p> <p>AUSSIE consultant - Bob (15 days \$17,250)</p> <p>Data Specialist (3 periods per day compensatory time position)</p> <p>Professional Development with Networks and Fannie Lou Hamer Freedom Academy 11/2/10</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Use of Google Docs by staff will be reviewed by Admin team at the end of each cycle; next steps will be posted in Google Docs.</p> <p>Departments will share CAR projects in early December and early May at monthly Professional Development meeting. Best Practices will be posted in Google Docs</p> <p>Class summary sheet will be updated by Kristin each cycle in Google Docs. Teachers and administrators will review each cycle to target subgroups and develop classroom strategies.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the average credit accumulation for each subgroup on the NYC Progress Report by 3%.</p>
<p>Action Plan <i>Include: Activities/Strategies the school will implement to accomplish the goal; responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Provide multiple opportunities for credit recovery <ol style="list-style-type: none"> a. Finalize credit recovery units that demonstrate mastery by department b. Use web based credit recovery programs for Gen. Ed., SWDs, and ELLs c. Continue Cyber School for students returning from extended absence d. AM, PM, Saturday, and Vacation School (Winter, Mid Winter, and Spring breaks) classes and credit recovery 2. Set and communicate clear credit earned/cycle goals for student groups with interim feedback for students from Family Group Advisors <ol style="list-style-type: none"> a. Complete a credit summary/progress to graduation chart for each student at the beginning to the school year or upon entry. b. Update the chart and conference with student and Advisor at the beginning of each cycle. c. Mandatory referral to AIS services for students who are enrolled in the school for more than 2 years. 3. Advisors will communicate with family or other caring adult in writing regarding credit accumulation and progress toward graduation at the end of each cycle and at least once per semester in person or over the phone.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Time/Schedule: Weekly neighborhood meetings to coordinate Family Group academic progress activities for all Family Group Advisors</p> <p>1 Family Group Neighborhood Coach Compensatory Time position 1 period per day</p> <p>Postage for 6 mailings per year per student Tax Levy \$1584</p> <p>Teacher and supervisory Per Session for AM, PM, Saturday and vacation school (Conceptual Consolidation) Title 1 Basic, Title 1 ARRA, Title III (pending allocation),and Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Credits will be counted cumulatively as a school and individually by the student at the end of each cycle (every 6 weeks). 2. The number of students earning more than 11 credits/ year will increase by 3% 3. Increased participation in AIS programming for students enrolled more than 2 years.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To Provide Differentiated Professional Development For Teachers Based on the Santa Cruz Professional Teaching Standards</p>
<p>Action Plan Include: Activities/Strategies the school will implement to accomplish the goal; responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. AUSSIEs to develop a goal setting program for teacher professional development based on the Santa Cruz Professional Teaching Standards 2. Teachers will choose 2 goals with tangible outcomes from a prescribed menu to focus their efforts on during the school year 3. Administrators, coaches and teachers (if possible) will conduct informal observations and inter-visitation to provide coaching around PD goals 4. Teachers will participate in small group professional learning targeting individual professional development goals. 5. Teachers will participate in out of school professional learning opportunities in order to meet their goals 6. Teachers and administrators will collaboratively evaluate whether goals have been met and will determine which goals should be worked on in the coming year

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ol style="list-style-type: none"> 1. 1 Aussie x \$1,100 x20 days = \$22,000 2. Professional Development for APs and Principal (cost included above) 3. Use of common planning time during 1st period for small teacher work or study groups 4. Prep period coverage for professional development and intervisitation 5. Tuition for out of school professional learning
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> a. Teachers will be able to articulate their personal PL goals which were collaboratively developed with an administrator or coach. b. Teachers will check in on progress toward goals 3 times a year c. Administrators will keep a log of class visits and correspondence with teachers regarding goals d. Teacher learning outcomes will be evaluated at the end of the school year, and new goals will be set for the following year.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include 2 components: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Co unselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	54	31	16	42	74	NA	65	All
11	112	239	59	79	80	NA	83	All
12	149	177	48	39	10	NA	55	All

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Classes in ELA (including Regents preparation and electives) are offered 4 days per week and on selected Saturdays. Tutoring is available for students during family group, at lunch, after school and as a classroom pullout in coordination with the classroom teacher.
Mathematics:	Classes in math (including Regents preparation and electives) are offered 4 days per week and on selected Saturdays. Tutoring is available for students during family group, at lunch, after school and as a classroom pullout in coordination with the classroom teacher.
Science:	Classes in science (including Regents preparation and electives) are offered 4 days per week and on selected Saturdays. Tutoring is available for students during family group, at lunch, after school and as a classroom pullout in coordination with the classroom teacher.
Social Studies:	Classes in social studies (including Regents preparation and electives) are offered 4 days per week and on selected Saturdays. Tutoring is available for students during family group, at lunch, after school and as a classroom pullout in coordination with the classroom teacher.
At-risk Services Provided by the Guidance Counselor:	Career development, GED, and college advisement. A transition/credit accumulation class for sporadic attendees/potential dropouts/behavior problems and transitional students offered during the school day.
At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	Individual and group counseling as well as substance abuse counseling are offered during the school day.
At-risk Health-related Services:	Full range of health services available in the clinic during and after school hours.`

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

xPart A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).**
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.**
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.**
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.**

Section I. Student and School Information

Grade Level(s): 10-12 Number of Students to be Served: 22 LEP _____ Non-LEP

Number of Teachers: 2 ELL Other Staff (Specify) Assistant Principal ESL License

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

✓ school's language instruction program for limited English proficient (LEP) students	✓ language(s) of instruction
✓ type of program/activities to improve mathematics, native and/or English language learning	✓ rationale for the selection of program/activities
✓ number of students to be served	✓ times per week
✓ grade level(s)	✓ program duration
	✓ service provider and qualifications

Overview

West Side HS ELL students are served in ESL classes that use English as the language of instruction. Our Title III supplemental program serves 25 students in grades 10-12. We have a free standing ELL program and our students are Advanced students who need to advance their reading and writing skills in English, Global History and Living Environment. These students need focused, diversified instruction in small groups to allow for individual conferences and feedback on their work. All supplemental work will include reading and writing conferences to meet the challenge of the NYS Regents in English, Global History and Living Environment.

The Saturday ELL/Content Area Title III Program which is taught by three ELL certified teachers who are also certified in English, Social Studies, and Living Environment. In the Fall of 2009 we offered four sessions, two sessions in December and two sessions in January 2010. Classes began at 10 o'clock and extend to 2 o'clock.

3 ELL/Content teachers 16 hours each teacher (4 hours per week)

Total hours 64 hours x \$49.89 = **\$3,192.96** Total teacher remuneration

We will also continue this ELL/Content Program in the Spring of 2010. We will have 5 sessions beginning in May until mid June. Classes for ELL's will include ELL/ELA prep, Living Environment and Global History

3 ELL/content teachers 4 hours per week

5 sessions 20 hours each teacher Total hours \$100.00 = **\$4,989.00**

After school NYSESLAT Preparation/ELL/ ELA classes Mondays 3:30 – 4:30 March and April

Wednesday 3:30 – 4:30 March and April

12 sessions 12 hours **\$598.68 per teacher/two teachers Total \$1197.36**

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Quality Professional Development

Additional Title III funds will be used for purchase of supplemental materials, books, and dictionaries. Resources include bilingual dictionaries, social studies Regents review books, and short story anthologies.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Title III funds will be used for our ESL teachers to have professional study group meetings based on current ELL literature and books. Focus is on teaching content to second language learners. Meeting will be held for four sessions after school in May and June.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

Title III funds will be used to increase participation in parent workshops developed by our bilingual Parent Coordinator. Topics will include College and Financial Planning, Supporting Your Child in School (ARRIS), Understanding Graduation Requirements, and Speaking with Your Child. Workshops will be held in the evening and meals/transportation will be provided in order to encourage attendance. Our target is to have at least 20

ELL parents attend workshops

Section III. Title III Budget

School: Edward A Reynolds, West Side High School BEDS Code:

Allocation Amount: \$15, 000		
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)		
Purchased services - High quality staff and curriculum development contracts.		Purchase ELL methodology books focusing on strategies for differentiation. Books will be read by Thursday by the ELL study group. This is to advance teacher strategies for ELL teachers.

<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	<p>\$2880.10</p>	<p>Content and ELA materials.Regents prep classes will be bought to advance listening, reading and writing skills.</p> <p>-50 Bilingual dictionaries Larousse Pocket dictionary @ \$5.95 \$297.50 92-03-420801-3</p> <p>-New York State English Regents Coach 087694810-7 35 Copies @ \$10.95 =\$383.25</p> <p>-American 24 Karat Gold Short Stories 13 978-0-205-61765-4 \$15.95 35 copies Total \$558.25</p> <p>NYSTROM Atlas United States History 0-7825-0782-4 \$16.95 35 copies \$593.25</p> <p>Barron's ELA Regents Exams 13-978-0-8120-3191-1 40 copies \$6.99 \$279.60</p> <p>Global History Starview 0-935487-70 35 copies \$21.95 \$768.25)</p>
<p>Food</p>	<p>\$220.00</p>	<p>ELL Monthly Parent meetings/light snacks ELL Parent College Information Night Understanding Aris for ELL Parents College Financial Aid for ELL Parents</p>
<p>TOTAL</p>	<p>\$15,000.00</p>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

- 1. We work with our students' home language surveys and initial intake interviews with parents/guardians to ascertain which language they speak and read with utmost understanding.. Our teachers, counselors and support staff is comprised of native Spanish speakers of Spanish, French, Mandarin, and Haitian Creole. ELL families speak Spanish and receive interpretation and translations with every visit they make to our school and in documents that arrive at their homes. Our parent coordinator is a native Spanish speaker and works with our ELL families. Our one ELL French speaker is in a home in which English is the dominant language.**
- 2 Our findings reveal that over 95% of our students come from Spanish speaking households. In addition parents do speak limited English and benefit from having documents and conferences in their native language, Spanish. During conferences and meetings with parents/guardians have the parent coordinator present to assist communication and comprehension.**

Part B: Strategies and Activities

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

School documents are translated into the major first language at our school, Spanish. The Department of Education's ELL department has provided these documents for in school dissemination of information. In addition, our in parent coordinator and our school staff provides simultaneous translation for parents/guardians. Members of the Foreign Language Department works with out documents, signs and notices to make them comprehensible to parents who are Spanish dominant.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
Oral interpretations will be conducted by our members school's staff. Meetings include bilingual counselors, teachers and support staff and the parent coordinator.
- 3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following**

link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our school gives individual attention to all of our students the moment they come to our school. During the initial interview parents/guardians are present. At this time parents are asked which language would be most comprehensible to them. In the student's records the home language survey earmarks the dominant language spoken at home. If the language is other than English then the parent coordinator and/or the intake coordinator will have staff to translate and/or interpret information for the parents/guardians. Parents are our partners and all school information must be comprehensible to them in order to best service their children.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- **All Title I schools must address requirements in Part A and Part B of this appendix.**
- **Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.**
- **Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.**

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$407276	\$168,133	\$575,409
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4073	\$1682	\$5,755
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,364	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$40,728	*	

- 5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%**
- 6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.**

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s Parent Involvement Policy (PIP), which includes the School-Parent Compact.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Description of Proposed Parent Involvement Program: (*Note: Title I Schools must attach a copy of the Title I School Parent Involvement Policy and a sample of the School-Parent Compact.*)

The position of parent coordinator will be used to do more parent outreach, to create programs for parents based on their interest and feedback and to create an emotionally safe and welcoming environment for them.

SCHOOL PARENT INVOLVEMENT POLICY

1. SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS.

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

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

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

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

In addition to the above-mentioned hotline and website, the administration regularly distributes to every child all bulletins in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child.

4. HOW PARENTS ARE INVOLVED IN A DECISION-MAKING CAPACITY, INCLUDING HOW MANY PARENTS ARE INVOLVED IN THE SCHOOL LEADERSHIP TEAM AND HOW THEY WERE SELECTED.

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

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

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

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

The Compact developed after a series of meeting between the parents and the administration. A meeting was held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting was held to elect a new executive board and new Title I

parent representatives. Following that there was a Meet the Administration Night where parents voiced their issues. There was another general meeting and open forum for parents and the parent members of the School Leadership Team were elected. Following that, at the next Executive Board Meeting, the School Parent Compact was developed.

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

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

Title I School Parent Compact

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including special education students, middle school and high school students, and ELL students.

The school agrees to the following:

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, Spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
2. Fall conferences with all teachers to set their professional pedagogical goals.
3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.
6. Daily walk-throughs of all classrooms by the administration to improve supervision.
7. Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
8. Allocation of Title I funds to enhance opportunities for physical education.
9. Allocation of Title I funds for test prep materials.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. The convening of an annual Title I meeting for parents to inform them of the Title I program and their right to be involved.
2. To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.
3. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from both the Middle School and the High School.

4. To provide parents with timely information about all programs through newsletters, flyers, a hotline, and a website and provide translations whenever feasible.
5. To facilitate parent participation in all parent staff development workshops at both districts.
6. Reinstatement of annual goal setting with advisory teachers.
7. Fall curriculum night.
8. Maintenance of a Parent Teachers Association and School Leadership Team.
9. Timely issuance of student alert notices for students experiencing difficulties.
10. Parent sponsored class parent program.
11. Parent sponsored parent needs assessment.
12. Establishment and maintenance of a school hotline for parents.
13. Regular updating of the school website with parent information.
14. Regular notices home from the Parents and the Administration.
15. Teacher maintenance of parental contact logs.
16. Attendance outreach to late and absent students.
17. Teacher dissemination of semester course outlines.
18. Fall and Spring parent teacher conferences in addition to Fall Curriculum Night.
19. Maintenance of an Aware Parent liaison so that parents can access data on the web.
20. Membership in the parent volunteer Learning Leaders association.
21. Maintaining an environment which welcomes parents to make appointments with teachers on an as needed basis.
22. Guidance workshops for parents on issues of concern to the parents.
23. Sub committee meetings for parents of seniors to address their particular concerns.

We further seek to promote parent responsibility for supporting their children's learning through the following:

To this end, the Parents/ Guardians of our students agree:

1. To work with his/her children to improve punctuality, attendance, homework, study time and reduced television watching.
2. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
3. To share the responsibility for improving student achievement.
4. To communicate with teachers about their children's educational, social, and emotional needs.
5. To communicate and cooperate with the school on issues of health and safety.
6. To respond to the PTA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
7. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
8. To attend PTA forums on helping students be successful.
9. To attend Guidance intervention meetings for struggling students.

10. To review the NYC Board of Education statement of parents rights and responsibilities.
11. To read with their children the NYC Board of Education statement of students rights and responsibilities.
12. To support the creation of a student government body.
13. To support school representation on Superintendent's Advisory Councils.
14. To support the school Discipline Code.
15. To respond to calls to serve on a variety of PTA subcommittees.
16. To join in school celebrations of the success of students.
17. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students.
18. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.
19. To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college fairs.

Principal Signature: _____

Student's Name: _____

Class: _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A needs assessment** was conducted by reviewing available accountability reports, scholarship reports, Regents Exam results including item analysis, interim assessments, informal student and teacher surveys, teacher observations and the School Environment Survey (page 12 of this document).
2. **Schoolwide reform strategies that address the following:**

We are a "universal meals school" therefore 100% of our students are economically disadvantaged. 22% of our students are students with disabilities, 82% of our students received a 1 or 2 on at least one NY State exam, and 88% of our students are over-age and undercredited.

*Credit Recovery will be implemented. Our initial effort has been with "teacher-made" modules during summer school. We would like to use

Novanet, Rosetta Stone (for SWDs, ELLs and former ELLs), and Destination Math (for SWDs, ELLs and former ELLs). Digitized credit recovery will give the students immediate feedback as well as provide tracking reports for the teachers.

*Improve the sophistication of our use of technology in and out of the classroom. We used the Apperson scanner to input data and used Access, pivot tables, and Excel to query and analyze a variety of assessment data. We had 12 teachers certified on the Smartboard this year. We would like to purchase Promethean classroom clickers to provide both teachers and students with formative assessment data immediately in the classroom. We have found that the use of this technology helps students stay engaged with the material by keeping them active in their learning. Their “vote” can be registered through the use of this technology and the teacher can capture immediately on a screen who “gets it” and who doesn’t. Reports can also be generated and analyzed at a later date.

2. Instruction by highly qualified staff. By definition, all of our staff is highly qualified.

3. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

*In practice, we are a community of learners who work consistently to improve our practice. We plan to develop a tool that will allow teachers to choose 2 to 3 Professional Learning Goals for themselves based on the Santa Cruz Professional Teaching Standards. This tool will be computerized so that we can print reports that view teacher responses individually and collectively. We will then conduct a series of workshops, study groups, and informal observations and inter-visitations to support this work.

*We will continue to work with AUSSIE. We would like to continue with our 2 part-time consultants work in the areas of Literacy and Mathematics. These 2 consultants will help us begin to align our curriculum to the new Core Content Standards and will support teachers in the classroom. In addition, we will need an AUSSIE to help develop the tool described above.

*A group of 6 teachers will attend a AVID Summer Institute in order to write curriculum for a strand of classes they will teach together next year. The purpose of AVID is to improve college readiness and better prepare students for their first year of college.

*We will continue to develop our understanding of technological applications such as the Smartboard, clickers, computer assisted instructional software, Google Docs, Access, Excel, and other applications in order to improve student outcomes and institutionalize our data culture more deeply. PD will be provided from a number of vendors including Landmark College.

4. Strategies to attract high-quality highly qualified teachers to high-need schools. We work closely with the Teaching Fellows program and Teach for America. We have recruited 10 excellent new teachers in the past 2 years. Our convenient location

makes this easier.

5. **Strategies to increase parental involvement through means such as family literacy services.** We continue to struggle with parent involvement. In addition to workshops for parents and Adult Education evening classes. If funded, we may be able to run our own ESL classes for parents using Rosetta Stone. The bulk of our parent involvement revolves around individual conferencing with parents. CBO's will work on creating innovative activities to entice parents to come in.
6. **Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.** N/A
7. **Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.** The teachers develop our interim assessments collaboratively by department. They will be responsible for "unpacking" the National Core Content Standards in order to develop a skills inventory for each class taught. Collaborative Action Research (CAR) projects will help teachers identify best practices and situationally effective strategies.
8. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.** Our students are assessed every three weeks and graded every 6 weeks. Since all of our students come here because they have not been successful in their previous schools, our Family Group system enables us to review the achievement data and target assistance where needed. The assistance may be academic and/or affective. Lunchtime tutoring is available for every student with every teacher every day.
9. **Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.** West Side partners with 6 other schools as part of the Extended Day/Violence Reduction Grant from NY State. We are a Universal Meals school, and we have a school based health clinic. Currently, we partner with HealthCorp, I Challenge Myself, Play Rugby USA, Children's Aid Society and Settlement College Readiness. We have just joined AVID and we work closely with John Jay College and BMCC and VESID.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" Consolidated in the Schoolwide Program (-)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for Frll school ^{allocation} amounts)	Check (-) in the left column below to verify that the school has met the intent and p urposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (-)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$146,691	x	13, 16, 18, 20
Title I, Part A (ARRA)	Federal	x			\$25,953	x	13, 16, 20
Title II, Part A	Federal			x			
Title III, Part A	Federal	x			\$9,945	x	18
Title IV	Federal			x			
IDEA	Federal		x				
Tax Levy	Local	x			\$166,980	x	18, 16

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- Title III, Part A: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- Title IV: To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

- 1. Use program resources to help participating children meet the State standards.**

- 2. Ensure that planning for students served under this program is incorporated into existing school planning.**

- 3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:**
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;**
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and**
 - c. Minimize removing children from the regular classroom during regular school hours;**

- 4. Coordinate with and support the regular educational program;**

- 5. Provide instruction by highly qualified teachers;**

- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;**

- 7. Provide strategies to increase parental involvement; and**

- 8. Coordinate and integrate Federal, State and local services and programs.**

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. **Note:** If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

³ _____ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ Year of Identification: _____ Deadline Year: _____

Part A: SURR Review **Team Recommendations –** On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- **All** Title I schools must complete Part A of this appendix.
- **All** Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

- 1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)**

Currently, there are **3** students in Temporary Housing who attend our school.

- 2. Please describe the services you are planning to provide to the STH population.**

Students in Temporary Housing have a variety of academic and support services that are available to them. The Ryan Center a range of healthcare services in our school-based health clinic. Any medical service not available at the school is available at the Ryan Center on 100th Street (2 blocks from our school). Our social work team is available before, during, and after school to help students deal with any crisis. Social workers are also available during school for ongoing counseling to support students' efforts to manage the stress of daily life and school simultaneously. Our LYFE program offers childcare services for students' whose children are under the age of three. Our CBO's and teaching staff run before and after school programs for both enrichment and academic intervention. Both hot and grab and go breakfast and lunch are available daily and there is an after school supper available for students who stay at school after hours.

3. Part B: FOR NON-TITLE I SCHOOLS

- 1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).**
- 2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.**
- 3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.**

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Edward A. Reynolds West Side High School					
District:	3	DBN:	03M505	School		310300011505

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		62.2	62.3	65.0
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		64.0	80.4	80.4
Grade 9	2	7	4				
Grade 10	214	229	222				
Grade 11	265	225	250	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	124	132	86		1	21	0
Ungraded	0	0	0				
Total	605	593	562				
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	9	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	49	39	28	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	9	18	38	Superintendent Suspensions	2	0	0
Number all others	73	64	54				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	40	37	TBD	Number of Teachers	43	46	45
# ELLs with IEPs	3	12	TBD	Number of Administrators and Other Professionals	22	21	13

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	2	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	146	211	435	% fully licensed & permanently assigned to this school	100.0	100.0	90.9
				% more than 2 years teaching in this school	72.7	68.1	84.4
				% more than 5 years teaching anywhere	65.9	59.6	68.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	81.0	82.2
American Indian or Alaska Native	0.3	0.7	0.5	% core classes taught by "highly qualified" teachers	86.5	93.2	91.2
Black or African American	35.7	32.9	35.9				
Hispanic or Latino	61.7	63.9	62.1				
Asian or Native Hawaiian/Other Pacific	0.8	1.2	0.7				
White	1.3	1.2	0.7				
Male	44.1	45.9	42.7				
Female	55.9	54.1	57.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				vsh	vsh	v	38
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				vsh	vsh	
Hispanic or Latino				vsh	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	
Students with Disabilities				X	vsh	
Limited English Proficient				-	-	-
Economically Disadvantaged				vsh	vsh	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	56.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.2	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	13.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	32					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



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JEAN MCTAVISH, PRINCIPAL

Denise, Ribeiro, A.P. Supervision

Mark Chenault, A.P. Supervision

Lilit Suffet, A.P. Administration

Title I School Parent Compact

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including special education students, middle school and high school students, and ELL students.

The school agrees to the following:

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

1. Acquisition and distribution to all teachers of curriculum maps, classroom materials, City testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
2. Fall conferences with all teachers to set their professional pedagogical goals.
3. Regular classroom observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.
6. Daily walk-throughs of all classrooms by the administration to improve supervision.
7. Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
8. Allocation of Title I funds to enhance opportunities for physical education.
9. Allocation of Title I funds for test prep materials.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. The convening of an annual Title I meeting for parents to inform them of the Title I program and their right to be involved.
2. To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.

3. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from both the Middle School and the High School.
4. To provide parents with timely information about all programs through newsletters, flyers, a hotline, and a website and provide translations whenever feasible.
5. To facilitate parent participation in all parent staff development workshops at both districts.
6. Annual student goal setting done with Family Group advisors.
7. Fall curriculum night.
8. Maintenance of a Parent Teachers Association and School Leadership Team.
9. Timely issuance of student alert notices for students experiencing difficulties.
10. Parent sponsored class parent program.
11. Parent sponsored parent needs assessment.
12. Establishment and maintenance of a school hotline for parents.
13. Regular updating of the school website with parent information.
14. Regular notices home from the Parents and the Administration.
15. Teacher maintenance of parental contact logs.
16. Attendance outreach for late and absent students.
17. Teacher dissemination of semester course syllabi.
18. Fall and spring parent teacher conferences in addition to Fall Curriculum Night.
19. Maintenance of an Aware Parent liaison so that parents can access data on the web.
20. Membership in the parent volunteer Learning Leaders association.
21. Maintaining an environment which welcomes parents to make appointments with teachers on an as needed basis.
22. Guidance workshops for parents on issues of concern to the parents.
23. Sub committee meetings for parents of seniors to address their particular concerns.

We further seek to promote parent responsibility for supporting their children's learning through the following:

To this end, the Parents/ Guardians of our students agree:

1. To work with his/her children to improve punctuality, attendance, homework, study time and independent reading
2. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
3. To share the responsibility for improving student achievement.
4. To communicate with teachers about their children's educational, social, and emotional needs.
5. To communicate and cooperate with the school on issues of health and safety.
6. To respond to the PTA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
7. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
8. To attend PTA forums on helping students are successful.
9. To attend Guidance intervention meetings for struggling students.
10. To review the NYC Board of Education statement of parents rights and responsibilities.
11. To read with their children the NYC Board of Education statement of students rights and responsibilities.
12. To support the creation of a student government body.
13. To support school representation on Superintendent's Advisory Councils.
14. To support the school Discipline Code.

15. To respond to calls to serve on a variety of PTA subcommittees.
16. To join in school celebrations of the success of students.
17. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students.
18. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.
19. To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college fairs.

Principal Signature: _____

Student's Name: _____

Family Group: _____



*EDWARD A. REYNOLDS
WEST SIDE HIGH SCHOOL*

140 WEST 102ND STREET

NEW YORK, NEW YORK 10025

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

JEAN MCTAVISH, PRINCIPAL

Denise, Ribeiro, A.P. Supervision

Mark Chenault, A.P. Supervision

Lilit Suffet, A.P. Administration

EDWARD A. REYNOLDS WEST SIDE HIGH SCHOOL
PARENT INVOLVEMENT POLICY

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

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

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

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

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

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

Parents are asked to complete a needs assessment at the beginning of the year. The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meeting and through phone calls if a particular issue arises. There are five parents on the School Leadership Team. After a ten-day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of

decision making for the school. The Parent Executive Board and the Title I parent rep were asked to sign off on the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan, which is the culmination of discussions with all constituencies.

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

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

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

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

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

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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual X ESL Both **Number of LEP (ELL) Students Served in 2010-11:** 41
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:
- II.
 - A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs.
Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

The goal of our free standing ESL program is to improve a student's level of English in a smaller classroom setting. The language of instruction is English. The program offers 60 minute classes teaching ESL content area courses in Literature, Social Studies, ELA Regents Prep, and potentially Science. Beginning students and Intermediate students take two courses equaling 600 minutes/week. Advanced students take one course equaling 300 minutes/week in addition to an ELA Prep course. Conversational English, grammar, reading and listening comprehension instructional strategies are employed. Focus on writing and vocabulary development in ESL content courses is used to assist ELL students meet high academic standards and pass state assessments. ELL’s participate fully in all curricular activities. Currently, students fall into two categories for mathematics. Students with less than 2.0 math credits are following the Integrated Algebra and geometry sequence of curricula. Our ELL, English, Math and Social Studies teachers will receive ongoing instructional support from the AUSSIE professional developers who will work with teachers in their classrooms. The main focus is to interpret data into best classroom practices to assist individual students’ academic needs. Students may also achieve success in assessments using native language. This year we added a Spanish elective class entitled, ‘Spanish Translation’ for fluent speakers and writers of Spanish especially our ELL population. All parts of our ESL program are available to long term ELL students as well as students transitioning out of ELL status. In addition to ESL classes all ELL students are assigned to a Family Group advisor, preferably one who can interpret second language learners transcripts and special academic and affective needs. Further support comes from our social work team and several in-house CBO’s, Healthcore, and Global Kids. As a transfer school, all parents and students are made aware of their program choice and the availability of our freestanding ESL program. If a parent desires a bilingual program we provide the support in order for them to find the desired program. Documents are translated into the family’s native language and we have a multilingual staff to communicate effectively with parents. Our bilingual parent coordinator organizes parent outreach activities throughout the school year about topics such as: Understanding

Acuity, Understanding a Transcript, Goals setting for graduation. We also have a bilingual College Advisor who works closely with ELL parents and students in giving them information and support in learning and applying to colleges. He takes students to college fairs, colleges and conducts seminars for parents regarding financial aid for college.

Native language is supported for students in Advanced Spanish, Salsa Dance, and Culture classes. Students are provided with bilingual dictionaries and several members of our school community are bilingual in various languages (Spanish, French, Chinese, and Italian.) All extracurricular activities are available for ELL participation. This includes PSAL and school based sports teams, a lunch-time music “jam session”, a student produced Hip Hopera, yearbook production, and vacation trips. Global Kids conduct PM classes in cross cultural awareness and links students with Global Current events. The staff is bilingual and works with targeted ‘neighborhoods’ and conducts classes in these family groups on a weekly basis. Attendance outreach to ELL students is part of this program.

- III. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.
- Workshops with Parent Coordinator focusing on graduation requirements, college and career planning, and communicating with their child’s teachers.
 - Interview with parents at intake to explain parental choice in Native language.
 - Translation services for written and oral communications.
 - Parent contact with Family Group advisor
 - Coordination w/CBO’s (Global Kids, CUNY, Healthcorp, Ryan Health)
- IV. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- Transfer school no newly arrived ELLs
- V. Staff Development (2007-2008 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Continuation of instructional strategies that have contributed to overall improved student achievement including the implementation of intensive staff development which is essential in creating a stronger literacy skills and teaching program. There will also be a focus on developing process diversified instruction and content skill inventories for each course offered. Action research will be conducted in the areas of vocabulary development, hands-on activity assessment, and attendance/parental outreach. ELL teachers will get training with the *Achieve 3000* program. And attend ELL professional development opportunities. Additional learning opportunities will be conducted in-house, by our Assistant Principal who has extensive experience in teaching ELL students, contracted vendors such as Teachers’ College and Outward Bound. We will also be taking advantage professional learning opportunities offered by our Empowerment Zone Network.

A 2007-2008 Professional Development calendar is attached.

- VI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

A wide variety of ELL support services are in place. All ELL students are assigned a Family Group Advisor for their entire time at the school. The Advisor does individualized academic advising and is the advocate for the student in school with regard to other issues. A full time social work staff is available for ongoing or urgent counseling. A full time Bilingual College Advisor and a Transition Counselor are available for post school planning. Additionally, we have a school based health clinic that can provide treatment for sick students as well as ongoing care. A school day care center is available for parenting students.

VII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

PROFESSIONAL DEVELOPMENT SCHEDULE Department PL-Mondays Staff Mon/FriThurs/Friday PL Focus Groups

DATE:	ACTIVITY:	PARTICIPANTS:
September 2010	Inquiry Team-Defining Query	Content Area Departments
	Disaggregating Data	Content Area Departments
	Analyzing, Revising Maps, College Readiness Skills	Entire Staff AM Content Area Departments
	Defining most “at risk” students age vs credits, ELL,SE,reading	strategies
	Analyzing Student Writing	English/EESL/Spanish/ SED
	Analyzing Interim Assessments/A	Content Area Departments
October 2010	Inquiry Focus /target population	Content Area Departments
	Essay Writing Strategies	Content Area Departments
	Acuity Results-Implications for Instruction	Math/English/CTT/SE
	Cornell Notetaking PL	Entire Staff
November 2010	Addressing the needs of ELLs & Special Education Students	Entire Staff
	NYSESLAT Performance Data	ESL Teachers/Special Ed/General
	Literacy Anchor Standards	Entire Staff
	Inquiry Inst. Change Strategy	Content Area Departments
December 2010	Inquiry Evaluate progress/measures	Content Area Departments
	Analyzing Student Essays	Content Area Departments
	Increasing Engagement	Content Area Departments
	Review of Curriculum Maps	Entire Staff
	Goalsetting /Spring	Entire Staff
	January 2010	Preparing for State Assessments
Directional Vocabulary		Content Area Departments
Study Skills		Entire Staff
Test/Time Management		
Test Modifications ELL/SE		

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2010-11

School District: 03

School Building M505 (Edward A. Reynolds West Side HS)

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2010-11)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)			
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL	
Arabic (ARB)																						
Bengali (BEN)																						
Bosnian (BOS)																						
Chinese (CMN)																						
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)									14		14		20		20		5		5			
Vietnamese (VIE)																						
Wolof (WO)													1		1							
Bambara BM									1		1											
SUB TOTALS →									15		15		21		21		5		5			

Total Number of LEP students
Identified in the Building in 2008-09
(Do not include long-term LEPs)

41

Total Number of LEP students **Served**
in the Building in 2010-11
(Do not include long-term LEPs)

Bilingual

41

ESL

ADDITIONAL LANGUAGES

Acholi (ACH)	Georgian (KAT)	Mende (MEN)	Swedish (SWE)
Adangme (ADA)	German (GER)	Mohawk (MOH)	Tajiki (TGK)
Afrikaans (AFR)	Guarani (GUG)	Ndebele (NDE)	Tamil (TAM)
Akan (AKA)	Gujarati (GUJ)	Nyanja (NYA)	Telugu (TEL)
Algonquin (ALQ)	Hausa (HAU)	Oneida (ONE)	Thai (THA)
Amharic (AMH)	Hebrew (HEB)	Papiamento (PAP)	Tigre (TIG)
Arabic (ARB)	Hindi (HIN)	Pashto (PST)	Tonga (TNZ)
Arawak (ARW)	Hungarian (HUN)	Romanian (RON)	Turkish (TUR)
Assamese (ASM)	Ibo (IBO)	Romansch (ROH)	Ukrainian (UKR)
Aymara (AYC)	Icelandic (ISL)	Rundi (RUN)	Urdu (URD)
Basque (BAQ)	Ilocano (ILO)	Samoan (SMO)	Wolof (WOL)
Bemba (BEM)	Indonesian (IND)	Sanskrit (SAN)	Yoruba (YOR)
Bengali (BEN)	Kabyle (KAB)	Seneca (SEE)	Zulu (ZUL)
Bhili (BHB)	Kamba (KAM)	Seri (SEI)	
Brahui (BRH)	Kashmiri (KAS)	Shan (SHN)	
Breton (BRE)	Konkani (KNN)	Shona (SNA)	
Bulgarian (BUL)	Lao (LAO)	Shina (SCL)	
Cebuan (CEB)	Latvian (LAV)	Sidamo (SID)	
Cham (CHA)	Lithuanian (LIT)	Sindhi (SND)	
Czech (CES)	Macedonian (MKD)	Slovak (SLK)	
Danish (DAN)	Malay (MLY)	Slovenian (SLV)	
Estonian (EST)	Malayalam (MAL)	Somali (SOM)	
Ewe (EWE)	Maltese (MLT)	Sotho-Southern (SOT)	
Finnish (FIN)	Mandinka (MNK)	Sukuma (SUK)	
Garifuna (CAB)	Marathi (MAR)	Swahili (SWH)	

Number of Teachers and Support Personnel for 2010-11

School Building: M505 (Edward A. Reynolds West Side HS **District** 03

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals* **	Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**			
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program
EAR West Side HS		3				3
TOTALS		3				3

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2010-011 ESL

ESL Program Type: Free-Standing Push-in Pull-out
Indicate Proficiency Level: Beginning Intermediate Advanced

N/A No beginning ESL Students on Roster

School District: 03 School Building: M505 (Edward A. Reynolds West Side HS)

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From: 9:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:10:00					
3	From: 10:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:11:00					
4	From:11:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:11:40					
5	From:11:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:40					
6	From:12:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:1:10					
7	From:1:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:2:10					
8	From:2:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:3:10					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2010-11 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 03 School Building: M505 (Edward A. Reynolds West Side HS)

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 9:00 To:10:00	Subject (Specify) H3GZ Global Studies 3	Subject (Specify) H3GZ Global Studies 3	Subject (Specify) H3GZ Global Studies 3	Subject (Specify) H3GZ Global Studies 3	Subject (Specify) H3GZ Global Studies 3
3	From: 10:00 To:11:00	Subject (Specify) HLBZESL LE, ESL	Subject (Specify) HLBZESL LE ESL	Subject (Specify) HLBZESL LE, ESL	Subject (Specify) HLBZESL LE, ESL	Subject (Specify) HLBZESL LE, ESL
4	From:11:00 To:11:40	Subject (Specify) Family Group	Subject (Specify) Family Group	Subject (Specify) Family Group	Subject (Specify) Family Group	Subject (Specify) Family Group
5	From:11:40 To: 12:40	Subject (Specify) MA4Z Algebra	Subject (Specify) MA4Z Algebra	Subject (Specify) MA4Z Algebra	Subject (Specify) MA4Z Algebra	Subject (Specify) MA4Z Algebra
6	From:12:40 To:1:10	Subject (Specify) Lunch/Tutoring	Subject (Specify) Lunch/Tutoring	Subject (Specify) Lunch/Tutoring	Subject (Specify) Lunch/Tutoring	Subject (Specify) Lunch/Tutoring
7	From:1:10 To:2:10	Subject (Specify) EHSZ ELA Prep ESL	Subject (Specify) EHSZ ELA Prep ESL	Subject (Specify) EHSZ ELA Prep ESL	Subject (Specify) EHSZ ELA Prep ESL	Subject (Specify) EHSZ ELA Prep ESL
8	From:2:10 To:3:10	Subject (Specify) S\$DZ Spanish	Subject (Specify) S\$DZ Spanish	Subject (Specify) S\$DZ spanish	Subject (Specify) S\$DZ Spanish	Subject (Specify) S\$DZ spanish
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2010-11 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 03 School Building: M505 (Edward A. Reynolds West Side HS)

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: 9:00 To:10:00	Subject (Specify) STFZ Diseases	Subject (Specify) STTFZDiseas	Subject (Specify) STFZ Diseases	Subject (Specify) STFZ Diseases	Subject (Specify) STFZ Diseases
3	From: 10:00 To:11:00	Subject (Specify) SBEZESL Algebra	Subject (Specify) SBEZESL Algebra	Subject (Specify) SBEZESL Algebra	Subject (Specify) SBEZESL Algebra	Subject (Specify) SBEZESL Algebra
4	From:11:00 To:11:40	Subject (Specify) Family Group	Subject (Specify) Family Group	Subject (Specify) Family Group	Subject (Specify) Family Group	Subject (Specify) Family Group
5	From:11:40 To: 12:40	Subject (Specify) S\$1Z Living Env	Subject (Specify) S\$1Z Living Env	Subject (Specify) S\$1Z Living Env	Subject (Specify) S\$1Z Living Env	Subject (Specify) S\$1Z Living Env
6	From:12:40 To:1:10	Subject (Specify) Lunch/Tutoring	Subject (Specify) Lunch/Tutoring	Subject (Specify) Lunch/Tutoring	Subject (Specify) Lunch/Tutoring	Subject (Specify) Lunch/Tutoring
7	From:1:10 To:2:10	Subject (Specify) H3GZ Global Studies 3	Subject (Specify) H3GZ Global Studies 3	Subject (Specify) H3GZ Global Studies 3	Subject (Specify) H3GZ Global Studies 3	Subject (Specify) H3GZ Global Studies 3
8	From:2:10 To:3:10	Subject (Specify) ELAZ ELA Prep	Subject (Specify) ELAZ ELA Prep	Subject (Specify) ELAZ ELA Prep	Subject (Specify) ELAZ ELA Prep	Subject (Specify) ELAZ ELA Prep
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

2010-2011
Language Allocation Policy

Language Allocation Policy Team

Jean McTavish, Principal
Lilit Suffet, Assistant Principal
Denise Ribeiro, Assistant Principal, ESL
Annalisa Corno, Spanish Teacher
Jose Hernandez, Special Education
Laura Dallabetta, ESL Teacher
Beth Deiselberg, English
Margaret Butler, ESL Teacher
Yvette Fernandez, Parent Coordinator
Jefferey Fenelly, Social Worker

Edwards A. Reynolds West Side High School serves students from all five boroughs of New York City. Most of our students have experienced difficulty adjusting to the traditional learning environment found in many large New York City comprehensive high schools. Our real challenge is to take students who are at risk,” and teach them to become partners in their own success. The task is to stop learning-destructive behaviors and replace them with positive new patterns. Our philosophy regarding serving English language learners (ELL’s) is consistent with our approach to working with all learners: classes are heterogeneously grouped in small classes. Students enter with at least 10 high school credits. Students are advised in family group about what courses and what examinations they need to take.

We follow the school improvement model from the *What Works in Schools* program. In accordance with this we are focusing on *Action Research* in four areas that will benefit ELL students. These are:

1. increasing the number of instructional modalities to incorporate visual, presentational, and experiential learning.
2. developing a school-wide writing/college readiness skills program.
3. developing standardized interim assessment “inventories” for content and process skills.
4. increasing parent involvement to help increase attendance and student achievement.

All students at Edward A. Reynolds West Side High School have attended at least one other high school. The group comprises 28 general education and 12 special education student, with no students with Interrupted Formal Education. Our experience has been that a majority of our ELL’s are Spanish speakers. Occasionally, a student with a different home language will attend Edward A. Reynolds West Side High School, and all programs, except Native Language classes are made available. This year we have one Arabic speaking student.

At Edward A. Reynolds West Side High School we offer ESL classes in English Language Arts Prep and courses in English, Living Environment and Social Studies. Teachers work with ELL students through diversified instruction. Students have bilingual glossaries, and dictionaries and are afforded tutoring sessions during lunch and in PM classes. The Saturday

Regents prep classes affords ELL students individual teacher conferences based on performance assessments. We have two ESL teachers and an Assistant Principal who is a licensed ESL teacher. For the 2009-2010 school year, courses offered were ELA prep for ELL students, I-Search Research Reports, the American Short Story, Writing Across the Curriculum, Spanish Translation, Events, Global Issues, and Social Studies prep classes. We also have began a College Writing class which focuses on research reports. John Jay College also has a college readiness course for our students in the fall term. The 'College Now' program is also offered to students and is coordinated by our bilingual college Advisor. The instructional materials for these courses include novels, short stories, films, newspapers and periodicals that have been chosen by the teachers to best meet instructional standards. Additionally, students use technology to advance computer skills, research skills and writing in all subject areas.

Students at the intermediate, and advanced level receive the number of minutes of instruction required, by Part 154 mandates, by taking a combination of 60 minute ESL classes that meet 5 days a week. The ESL classes follow either self-contained or push-in models. In our transfer school the classes are ungraded and heterogeneous. Beginning students and Intermediate students take two courses equaling 600 minutes/week. Advanced students take one course equaling 300 minutes/week in addition to an ELA Prep course. Students who reach proficiency on the NYSESLAT are offered any of the program elements as transitional support. Additional instructional support for ELL's includes:

- Standardized Assessments that take into consideration student proficiency in the native language
- Native language/Advanced Placement classes in Spanish Language, Salsa Dance, and Spanish Culture/History
- Hour long classes
- Use of Native language translation dictionaries and glossaries
- Reduced class size
- Resource Room for SETSS and self-contained special education classes.
- Supportive English language arts instruction, Regents prep ELA, Global, American History, Living Environment, Algebra and Geometry.
- College readiness component present in ELL and English transitional classes.
- Integration of technology, including the use of SmartBoards to present classroom materials visually to advance literacy skills.
- Collaborative content area instruction with weekly meetings.
- AM and PM classes for students who require extra class time and/or advancement
- Daily tutoring sessions with teachers on a daily basis
- Collaboration with "in-house" CBO's (Global Kids, CUNY, Ryan Health) to provide AIS services such as tutoring, outreach, counseling, and after-school activities
- Parent involvement is coordinated by the Parent Coordinator through monthly meetings and a seasonal newsletter. She also works with classroom teachers to maintain communication with parents. The parent coordinator is bilingual in English and Spanish. As such she is able to communicate with parents in either

language. Other faculty members serve as translators in a variety of languages to enhance communication with families.

Our program model uses freestanding ESL classes only. We do not offer Bilingual or Dual Language classes. As a transfer high school all students and families chose to attend (transferring here from other public high schools) and are notified of our ESL only program at individual admissions interviews and a parent orientation. Therefore, there is no trend in parents asking for alternate school placement in their parent choice letters. The letters are distributed by the parent coordinator and by mail. If we found a trend in parent choice for bilingual classes we would work with the teachers and parent coordinator to develop an appropriate program. While we do not currently have any SIFE or newcomer students, we address the academic and social needs of all of our ELL students through our “family groups” with an advisor who meets with students daily in advisory.

Using the results of the NYSESLAT, we have identified the following distribution of English language learners at Edward A. Reynolds West Side High School:

	10th Grade	11th Grade	12th Grade
Scoring at Beginners (B) Level	1	0	0
Scoring at Intermediate (I) Level	3	5	1
Scoring at Advanced (A) Level	8	11	6

Because this is a transfer school, we do not have a 9th grade class

Of the students who have taken the NYSELAT, scores are equally divided between the intermediate and advanced levels. The pattern of disaggregated data suggests that students are performing best in the listening, speaking, and reading modalities. Lower scores have been achieved in the writing portion of the assessment. A majority of our ELL students are Long-Term ELL’s. The implications for this data are that our ESL classes will focus on the development and process of persuasive, creative, and analytical writing.

We have identified the following content area data for English language Learners at Edward A. Reynolds West Side High School:

Exam	ELA	Algebra	Liv Env	Global	US Hist
	16	10	13	12	11

Content performance is an area of concern. Data shows from the school term ending in August 2010 that ELL students perform better on the ELA (16 passes). This includes the ELA Component Retest exam. Regents than on the Algebra (10 passes), Science (13 passes), Global

Studies (12 passes), or American History (11 passes) Regents. This data is consistent with the low proficiencies in the writing modality since these exams rely heavily on those skills. In addition to the general focus on writing development, we need to support our ELL's acquisition of content non fiction vocabulary. This is consistent with our development of a school-wide vocabulary program as part of our *What Works in Schools* research. Ongoing professional development will focus on this issue and include having our ESL teachers facilitate workshops on ELL instruction in content areas such as social studies and science. Emphasis will be placed on strategies for comprehension of non-fiction materials such as texts and primary documents. In other professional development meetings, all teachers will be developing a inventory of skills for each course. This inventory will be used for interim assessment of students. Staff will meet together and in specific content area groups. Additionally, our professional learning centers on differentiated instruction driven by student performance, so that ELL's can learn discrete content without falling behind due to too complex reading materials. Our ESL classes will also include instruction in the use of glossaries and translation dictionaries as a tool. State exams in native languages have been made available for individual students.

Native language development has been successfully implemented in our Spanish class and PM school classes in Spanish Culture, Spanish Regents Prep and Latin Dance, which uses Spanish language music. All ELL's who have taken the Spanish Regents have passed.

Another area of concern is our daily student attendance and the corresponding impact on student achievement. Students who transfer to our school have had a history of irregular attendance. This is evidenced by the statistics on the NYSESLAT results. Students rarely take all of the parts of this exam and as a result their status remains unchanged. One of our ongoing strategies for dealing with this is maintain communication with parents. To that end, the parent coordinator, attendance coordinator, full time attendance teacher, and the school's community based organization, Global Kids work with the attendance department and family group advisors on ELL parent outreach and strategies for increasing students' daily attendance.

Edward A. Reynolds West Side High School is pleased to present a comprehensive approach to support our English language learners. Using a variety of instructional and academic intervention services, we are working to ensure that all our students progress toward the completion of their high school diploma requirements with proficiency in English.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY WORKSHEET**

DIRECTIONS: The following worksheet will help you compile and analyze data necessary for your school's language allocation policy (LAP). Your school's LAP should be written in narrative form, and should answer all questions contained in this worksheet. Also, upon completing the worksheet, gather the appropriate signatures on this worksheet and attach it to the LAP narrative that you submit.

I. Language Allocation Policy Team Composition

Region/District District 3	School Edward A Reynolds		
Principal Jean McTavish	AP Denise Ribeiro,ESL Lilet Suffet	Parent Coordinator Yvette Fernandez	Parent
		ESL Teacher Margaret Butler	ESL Teacher Denise Ribeiro
Teacher Laura Dallabetta	Guidance Counselor Tyler small	Related Service Provider Global Kids	Social Worker Jeffrey Fenelly

II. Teacher Qualifications

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/NLA Certification	0

III. ELL Demographics

Total Number of Students in School	Total Number of ELLs	25	Percent of Student Population that is ELL	9
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The number of classes/periods for each ELL program model that your school provides per day (Fall 2009)

	9	10	11	12	TOTAL
TBE (60%.40%→50%.50% →75%.25%)					0
Dual Language (50%.50%)					0
Freestanding ESL		Ungraded 9-12			4
Self-Contained					
Push-In					
Total Classes					4

Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp. Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).

Long-Term ELLs (more than 6 years)	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED.	SIFE:	SP. ED. 0	SIFE:	SP. ED. 3
	4							
	TBE		Dual Language		ESL*		Total	
ELLs (3 years or less)	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
	0		0		0	0	0	0
ELLs (4-6 years)	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
	0		0		0	1	0	1
Long-Term ELLs (more than 6 years)	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
	0		0	4	0	9	0	
Total	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
	0				0	10	0	10

* FOR BIL. SP. ED. ONLY: please indicate here the total number of ELLs in Alternate Placement 11

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP
TRANSITIONAL BILINGUAL EDUCATION**

	9	10	11	12	TOTAL
Spanish	N/A				
Chinese					
Russian					
Bengali					
Urdu					
Arabic					
Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other					
TOTAL					
DUAL LANGUAGE (ELLS/EPS)					
Chinese	N/A				
TOTAL					

	9	10	11	12	
FREESTANDING ENGLISH AS A SECOND LANGUAGE					
Spanish	N/A	14	20	5	39
Chinese					
Russian					
Bengali					
Urdu					
Arabic					
Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other (Hindi)		1	1		2

TOTAL	15	21	5	2
GRAND TOTAL ALL PROGRAMS				

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages) :	0	Number of third language speakers:	0
---------------------------------------------------------------------------	----------	-------------------------------------------	----------

Ethnic breakdown of EPs (Number)			
African Americans: _____	Asians: _____	Non- Hispanic: _____	
Native Americans: _____	White (Non-Hispanic): _____	Other: _____	

IV. Parent Program Choice: Review the Parent Survey and Program Selection forms and answer the following questions in LAP narrative or on a separate page (for General Education students only)

1. What structures are in place at your school to ensure that parents understand all three program choices?
We first have an intact coordinator who individually interviews prospective students. Parents/guardians must be present during this process. The bilingual Parent Coordinator is also present. It is made clear to parents of ELL students that we have a 'free standing ESL program' and not bilingual services. We have students take an English intake essay. The intake personnel analyze transcripts and student records. For beginning ELL students and low intermediate students other appropriate transfer schools are discussed with parents in their native language/s.
2. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have been requesting? (Please provide numbers.) Parents with overage children prefer that their children have a comprehensive 'free standing' ELL program with content in English, college readiness classes These students had all of their classes in English in their former schools.
3. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. Yes our program is aligned with parent requests.

***See narrative also.**

V. Assessment Analysis
PART A: COMPILER LAB-R AND/OR NYSES-LAT RESULTS (USE THE RMSR REPORT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION.
COPY AS NEEDED FOR EACH PROGRAM MODEL.

Level	9	10	11	12	TOTAL
Beginner (B)	0	0	0	0	0
Intermediate (I)	4	1			5
Advanced (A)	6	7	7		20
Total Tested	10	8	7		25

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES WITH *Using ATS for NYSESLAT Data* AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (<http://www.emsc.nysed.gov/osa/nyseslat.html>), ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

LISTENING

B

I 9

Not all 41 students took all parts of the NYSESLAT in their former schools.

A 12

SPEAKING

B

I 3

A 12

READING

B

I 4

A 9

WRITING

B

I 0

A 11

PART A QUESTIONS: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL:

1. What is revealed by the data patterns across proficiency levels and grades? The majority of our ELL students in our transfer high school have been in the U.S. for over 6 years and face literacy challenges with academic English as well as ELA literacy skills. This is evidenced in their ELA, Global and American History Regents results.

2. How will patterns across the four modalities, listening, speaking, reading and writing, affect instructional decisions? Students require extensive work in writing essays which are part of the ELA, Global and American History regents exams.

PART B: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS. USE CURRENT FORMATIVE AND SUMMATIVE DATA. FILL IN THE NUMBER OF ELLS THAT HAVE TAKEN AND PASSED THE ASSESSMENTS IN ENGLISH (OR THE NATIVE LANGUAGE, WHERE APPLICABLE), IN EACH PROGRAM MODEL (COPY AS NEEDED)

NY State Regents Exam	Number of ELLs Taking Test		Number of ELLs Passing Test	
	ENGLISH	NATIVE LANGUAGE	ENGLISH	NATIVE LANGUAGE
Comprehensive English	20	0	15	0
Algebra	17	0	11	0
Math A	0	0	0	0
Math B	0	0	0	0
Sequential Mathematics II	0	0	0	0
Sequential Mathematics III	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment				0

Physics	0	0	0	0
Global History and Geography	7	0	8	0
US History and Government	8	0	5	0
Foreign Language		0		0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

NATIVE LANGUAGE READING TESTS

	Number of ELLs Taking Test	Number of ELLs Passing Test	Number of EPs Taking Test (for DL)	Number of EPs Passing Test (for DL)
ELE (Spanish Reading Test)	0	0	0	0
Chinese Reading Test	0	0	0	0

Part B Questions: After a review of the assessment data above, answer the following questions in your LAP narrative for each program model.

1. Examine student results. What are the patterns across proficiencies? How are ELLs faring in tests taken in English as compared to the native language?
2. What are the implications for the school's LAP and instruction? How is the Native Language used?
3. How are the English Proficient students (EPs) assessed in the second (target) language? **(For Dual Language programs only)**
4. What is the level of language proficiency in the second (target) language for EP students? **(For DL programs only)**
5. How are the English Proficient students faring in State and City Assessments? **(For DL programs only)**

VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the CR Part 154 instructional unit requirements for ELLs, grades 9-12.

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes daily	90 minutes daily	45 minutes daily

Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).

1. How is instruction delivered? We have three ELL licensed teacher/AP/Transitional English teacher and the classes are ELA/ELL, Living Environment (ESL teacher)and Global History (ESL teacher)
 - a) What are the organizational models (e.g., Departmentalized, Interdisciplinary, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?Our advanced students take ELA regents prep/selectives, Living Environment and/or Global History depending on their academic needs. All classes meet every day for 60 minutes.
 - b) What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class]? Our classes are ungraded but consist of students in the 11th or 12th grade.
 - c) What instructional approaches and methods are used to make content comprehensible and enrich language development? We use the Santa Fe model, Understanding by Design for planning and we work from data assessment tools which include the results from NYSESLAT, Acuity predictors, Former assessments (ARIS) and our in house diagnosis. SWe have scaffolded lessons in which we use graphic organizers, visuals for vocabulary building, Individual writing conferences using standard rubrics and targeted class texts and materials.

2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in chart VI)?Advisory teachers program the students into ELL and Content classes given by an ELL teacher.
 - a) How is explicit ESL delivered in each program model to comply with mandates?
 - b) How is explicit ELA delivered in each program model to comply with mandates? We have three ESL licensed teachers who teach content area subjects and ESL/ELA transitional.
 - c) How is explicit NLA delivered in each program model to comply with mandates? N/A
 - d) How are the content areas delivered in each program model?Content area subjects are taught by specifically licensed subject area teachers. We have ELL students iwith ELL licensed content teachers.
3. How do you differentiate instruction for ELL subgroups?
 - a) Describe your plan for SIFE. Our students are overage, longtime ELL students (Heritage students) Our longterm ELL students receive supplemental tutoring and writing conferences with thei teachers every day.
 - b) Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.(N/A)
 - c) Describe your plan for Long-Term ELLs (in NYC school six years or more). These students need to build on their English literacy skills in order to achieve graduation. Programs are individually created during family group for ELL students so that they can be placed in content classes with ELL/content teachers. Regents prep classes build on their knowledge base and concentrate on writing and higher level thinking skills necessary for the multiple choice. Individual needs are assessed by teachers and emphasized during individual conferences.
 - d) Describe your plan for ELLs identified as having special needs.
4. Describe your plan for continuing transitional support (2 years) for students reaching proficiency on the NYSESLAT.We have had only one student who transferred to us and recently tested out. He received supplemental support : tutoring and translation services as well as extended time.
5. These students have tutoring, pm classes and individual tutoring during lunch. Academic writing is emphasized and the acquisition of college study skills. Data from regents exams are disaggregated to analyze student needs.

6. What language electives are offered to ELLs? Spanish/ Spanish regents class
7. What is done to prepare ELLs for the Regents? We have specific ELA/ELL class for ELA Regents Prep. We also have Saturday school classes before the exams. ELL students receive tutoring for the regents during lunch and after school. ELL students are also prepped for the ELA Component retesting.

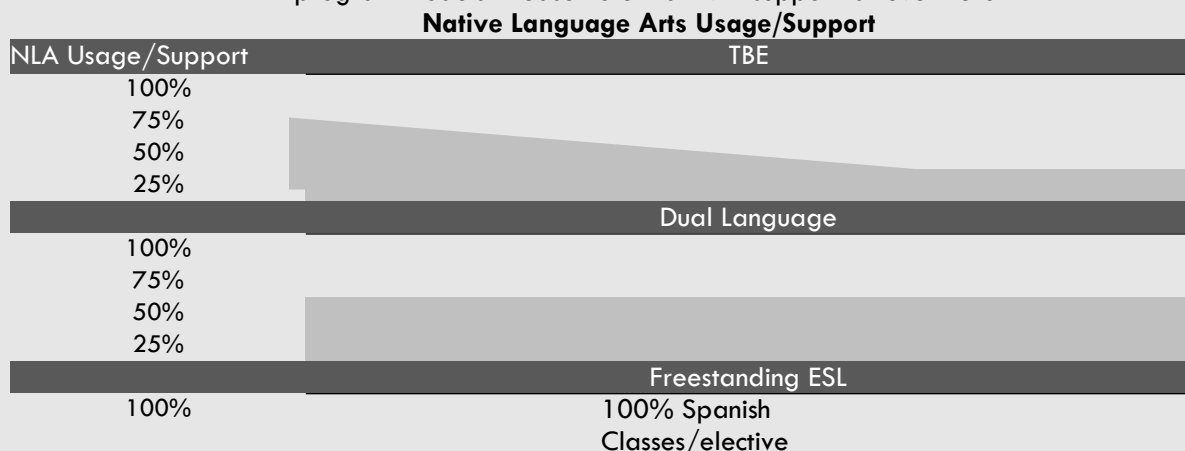
8. For Dual Language programs only:

- a) How much (%) time in the target language is used for EPs and ELLs in each grade?
- b) How is language separated for instruction (time, subject, teacher, theme)?
- c) List the courses offered in each language for secondary Dual Language students.

VII. Resources and Support (Include in LAP narrative)

1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)? We use Barron's for our Regents classes in Living Environment,ELA and Global. We also use 10 day review for social studies. We also work with short stories and novels to prepare students for task IV
2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers of ELLs.) We have Professional Learning for the ELL teachers on an individual basis to work on promising practices for ELL students. Topics include: essay writing, vocabulary (content specific) and academic writing.
3. How is Native Language support delivered in each program model?
We have Spanish language classes with a regents elective component.

The chart below is only a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%
50%
25%

TIME

BEGINNERS

INTERMEDIATE

ADVANCED

VIII. Program descriptions (include in LAP narrative): Using the information compiled in this worksheet, describe each program model and the language allocation plan for each in narrative form.

IX. Completing the LAP (Attach this worksheet to the LAP narrative and have it reviewed and signed by required staff.)

School Principal

Date

ELL Instructional Support Specialist

Date

Community Superintendent

Date

k