2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 03M505
School Name: EDWARD A. REYNOLDS WEST SIDE HIGH SCHOOL
Principal: LILIT SUFFET
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: E.A.R. West Side High School
School Number (DBN): 03M505
BEDS Code: 310300011505
Grades Served: 10-12
School Address: 140 W. 102nd Street NY, NY 10025
Phone Number: 212-678-7300
Fax: 212-678-7380
School Contact Person: Lili Suffet
Email Address: lsuffet@schools.nyc.gov
Principal: Lili Suffet
UFT Chapter Leader: Mark Weller
Parents’ Association President: Fanny Hernandez
SLT Chairperson: Mark Chenault
Title I Parent Representative (or Parent Advisory Council Chairperson): Maria Espinal
Student Representative(s): Steven Olivero
Renee Nimaga
Luis Santiago
None
CBO Representative: None

District Information

Geographical District: Transfer School
Superintendent: Paul Rotondo
Superintendent’s Office Address: 198 Forsyth Street NY, NY 10002
Superintendent’s Email Address: protond@schools.nyc.gov
Phone Number: 718-363-7441
Fax: 718-778-7385

Field Support Center (FSC)

FSC: Manhattan
Executive Director: YuetChu
Executive Director’s Office Address: 333 7th Avenue NY, NY
Executive Director’s Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721
Fax: 

2018-19 CEP
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lili Suffet</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Mark Weller</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Fanny Hernandez</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Sharon Jones</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Maria Espinal</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Steven Oliver</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Renee Nimaga</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Luis Santiago</td>
<td></td>
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<tr>
<td>NA</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Mark Torres</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Aly Ouedraogo</td>
<td>Member/Parent</td>
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<td>Member/</td>
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<td>Name</td>
<td>Position and Constituent Group Represented</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
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<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>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. Our Community Values have been:</td>
</tr>
</tbody>
</table>
Honor Learning
Honor Justice
Honor Self and Others
Honor Democracy
Honor Wellness

In the 2018-19 school year we plan to collaborate as a community to revisit and revise these core values.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Contextual information
West Side High School is one of the oldest and largest transfer schools in NYC; we are proud that 2018-19 will be our 47th year.

As a transfer school, we are a full-time high school designed to re-engage students who have dropped out or who have fallen behind in credits.

Students are eligible if they meet the following criteria:
- Be 16-21 years old
- Have completed one year of high school

On average students stay for about a year and a half, but we do have many who are with us anywhere from three months to several years depending on the number of credits and exams upon entry.

Our academic year is structured in trimesters to allow for more opportunities to reengage, admit, and address the varying credit needs of our students. We will also make mid-cycle adjustments and continue intake as needed. Because of this, students sitting in the same classroom might have just arrived this month or this week, while others started the course in September and have been at West Side for years. As a result, our curriculum and instructional planning must continuously spiral in content, skills and school-wide strategies.

We understand that students are coming to us from challenging, and often traumatic pasts, and therefore need to feel connected to the school within a short period of time; we need to build relationships immediately. One very clear and simple practice is that all adults in the building are addressed by their first names. While our average register throughout the year is about 450 students, in actuality, we see approximately 800-1000 students in a given academic year.

It is not uncommon for a student to have taken and failed multiple Regents exams three, four, and five times. Additionally, many have enrolled in the same course and not earned credit multiple times.

West Side by the numbers (based on Spring 2017 School Performance Dashboard):
- 33% SWD’s mostly served in ICT settings
- 65% OA/UC (overaged-under-credited)
- 9% ENL population (2 ENL certified teachers)

- We are participating in:
  - Algebra for All
  - College Access for ALL
  - AVID (We’re an AVID certified school)
  - Alliance for a Healthier Generation (Gold Medal Award)
  - NYCDOE Restorative Justice Pilot program as a mentor school
  - the LYFE program (Living for the Young Family)
  - PSAL- Boys and Girls Basketball, Co-Ed Softball, and Girls Volleyball

- College and Career Readiness Supports:
  - OPTIONS Institute (Goddard Riverside CBO) to focus on Post-Secondary Readiness
○ College Now (John Jay for Spring Term)
○ for SWD’s we work with the following agencies “Include NYC” and “ACCESS-VR”
○ several college trips throughout the year
○ collaborate with Goddard Riverside CBO to provide an on-site college/career counselor
○ 2018-19 will be our first year with a LTW (Learning to Work) program

● Wellness is one of our Community Core Values. To honor this:
○ We believe that students will eat healthy if they’re involved in the growing and processing of their meals, we built a kitchen and our own garden.
○ We encourage all students to eat healthy in the following ways: we use the alternative menu from the NYCDOE healthy school options, administrators and some staff members eat alongside students in the cafeteria each day.
○ Any food that we serve staff and students meets criteria for healthy food, we make healthy breakfast food and snacks available to students throughout the day.
○ We provide filtered water throughout the day for all staff, students, and visitors.
○ We make physical fitness activities available for students and staff: Spin, Nia, Rugby, and AM fitness classes.

● Additional Academic Supports and opportunities for credit accumulation:
○ AM and PM course offerings each cycle
○ All teachers are available during student lunch-time for office hours/tutoring
○ After school drop-in tutoring
○ Saturday Academy during select times of year
○ Credit recovery is available for students who qualify
○ Family Group frequently incorporates self-reflection and goal setting through the use of the “Yellow Sheets” (student friendly transcript trackers)

3. Describe any special student populations and what their specific needs are.

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 DYF facilities. Still others are returning to school after the birth of a child or an extended period of truancy. According to our 2017 School Performance dashboard we have 33% SWD; 9% ELL; 65% OAUC; and 27% Most-at-Risk students.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Framework for Great Schools

West Side has made significant progress in all elements of the Framework for Great Schools. Our key areas of focus for the 2017-18 school year was to reflect on student work products generated in classrooms in order to revise our curriculum including the instructional strategies necessary to ensure that all students are able to meet rigorous learning targets. During the 2017-18 school year we also focused on increasing teacher leadership in professional
learning. Collaboratively, the teachers developed this year's instructional focus: Students will engage in tasks that are both cognitively challenging and accessible.

Our area of celebration from our 2017-18 QR was 1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. We excel in creating and maintaining a school community that supports our students in all areas of their lives, not just the parts that they are tested on. West Side High School has three times received Gold Recognition nationally by the Alliance for a Healthier Generation for our work around wellness. In addition to this, we developed a set of community values that we use as the basis of our restorative justice approach to student discipline. As a result of this work, our school tone has improved. We have enjoyed the reputation for having a positive tone in our school for many years, but this approach has helped us move from “good to great.” Currently we are a Mentor School for a number of other high schools who are piloting restorative practices in their school and we were identified to be a case study of best practices for school climate, tone, and student discipline by the Center for Court Innovation. We will continue to deepen this work as well.
## School Demographics and Accountability Snapshot for 03M505

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>09,10,11,12</th>
<th>Total Enrollment (2017-18)</th>
<th>500</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA)</td>
<td>22</td>
<td># SETSS (ELA)</td>
<td>72</td>
<td># Integrated Collaborative Teaching (ELA)</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>11</td>
<td># SETSS (Math)</td>
<td>17</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>170</td>
</tr>
<tr>
<td># Visual Arts</td>
<td>2</td>
<td># Music</td>
<td>2</td>
<td># Drama</td>
<td>3</td>
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<tr>
<td># Foreign Language</td>
<td>4</td>
<td># Dance</td>
<td># CTE</td>
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</tbody>
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### School Composition (2017-18)

- % Title I Population: 98.0%
- % Attendance Rate: 98.7%
- % Free Lunch: 92.0%
- % Reduced Lunch: 5.8%
- % Limited English Proficient: 11.8%
- % Students with Disabilities: 30.8%

### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 0.8%
- % Black or African American: 27.2%
- % Hispanic or Latino: 67.6%
- % Asian or Native Hawaiian/Pacific Islander: 0.4%
- % White: 4.0%
- % Multi-Racial: 0.8%

### Personnel (2015-16)

- Years Principal Assigned to School (2018-19): 1.07
- # of Assistant Principals (2016-17): 6
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 5%
- Average Teacher Absences (2014-15): 5.5

### Student Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

### Student Performance for High Schools (2016-17)

- ELA Performance at levels 3 & 4: 59%
- Mathematics Performance at levels 3 & 4: 60%
- Global History Performance at levels 3 & 4: 53%
- U.S. History Performance at Levels 3 & 4: 34%
- 4 Year Graduation Rate: 17.8%
- 6 Year Graduation Rate (2011 Cohort): 47.1%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): 5%

### Overall NYSED Accountability Status (2018-19)

- Reward: N/A
- In Good Standing: Yes
- Local Assistance Plan: N/A
- Focus District: No
- Focus School Identified by a Focus District: N/A
- Focus Subgroups: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

#### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to our 2017-18 Quality Review Report our area of focus [Developing] is 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. The findings indicated that, "Rigorous habits and higher-order skills are inconsistently emphasized across curricula. Additionally, planning is beginning to reflect an effort to provide diverse learners access to the curricula and tasks."

Along with the findings from our QR, the 2017-18 School Environment Survey indicates that while 94% of responding students feel they are being made to think critically, only 57% responded that they are challenged in most of their classes. This is an increase in both data points from our 2016-17 School Environment Survey. Specifically a 10% point increase in the students feeling challenged in most of their classes which met our 2017-18 CEP Goal 5a.

This year we collaboratively developed our Instructional Focus: Students engage in tasks that are both cognitively challenging and accessible. To accomplish this, our work will focus on professional learning and inquiry to develop rigorous tasks that address diverse learners by both scaffolding and extending the instruction for students at all levels of skill and knowledge.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To collaboratively create challenging and accessible tasks aligned to the Common Core Standards and to improve the quality of instruction, teacher teams will engage in 2-3 cycles of inquiry by June 2019, resulting in a 10 percentage point increase in the number of students who agree (on the School Environment Survey in the Spring of 2019) that they are being challenged in most classes.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
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<tbody>
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<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers and OAUC; IEP, ENL students</td>
<td>September 4, 2018 - January 28, 2019</td>
<td>Co-leaders (possibly 1 admin + 1 teacher)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study Group first cycle of inquiry:</th>
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<tbody>
<tr>
<td>- Identify working group topics (within the larger topic of enrichment/extension of tasks).</td>
</tr>
<tr>
<td>- Identify study group co-leaders (beginning with members of the newly formed Instructional PL team).</td>
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<td>- Configure teachers into teams based on interest and need</td>
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<td>- Research the topic further through text-based discussions</td>
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<td>- Identify a Problem of Practice (in each group)</td>
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<table>
<thead>
<tr>
<th>Department Teacher Teams first cycle of inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Create a common assessment calendar in each content area (driven by content and common core standards as well as NYS Regents tasks).</td>
</tr>
<tr>
<td>- Design assessments and rubrics at the start of each cycle.</td>
</tr>
<tr>
<td>- Create spreadsheets, shared in Google Sheets, to collect and organize common assessment data for periodic analysis .</td>
</tr>
<tr>
<td>- Collaboratively analyze data and streamline student feedback</td>
</tr>
<tr>
<td>- Refine units of study in response to data</td>
</tr>
<tr>
<td>- Refine units of study using a common rubric (such as the Tri-State Quality Review Rubric or culled version of it) to ensure all students are engaging in rigorous tasks.</td>
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</thead>
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<tr>
<td>All teachers and OAUC; IEP, ENL students</td>
<td>September 4, 2018 - January 28, 2019</td>
<td>Leaders (1 admin per department)</td>
</tr>
</tbody>
</table>
### Study Group second cycle of inquiry:

- Identify working group topics (within the larger topic of accessibility of tasks for all learners).
- Identify study group co-leaders (beginning with members of the newly formed Instructional PL team).
- Configure teachers into teams based on interest and need.
- Research the topic further through text-based discussions.
- Identify a Problem of Practice (in each group).
- Develop a data collection tool (student survey, student task, inter-visitation, teacher survey, etc.).
- Implement the tool and analyze data.
- Develop an interdisciplinary strategy to address the findings.
- Implement the use of the strategy to address problem of practice.
- Refine strategies by collecting data and analyzing patterns and trends.

### Department Teacher Teams second cycle of inquiry

- Create a common assessment calendar in each content area (driven by content and common core standards as well as NYS Regents tasks).
- Design assessments and rubrics at the start of each cycle.
- Create spreadsheets, shared in Google Sheets, to collect and organize common assessment data for periodic analysis.
- Collaboratively analyze data and streamline student feedback.
- Refine units of study in response to data.
- Refine units of study using a common rubric (such as the Tri-State Quality Review Rubric or culled version of it) to ensure all students are engaging in rigorous tasks.

### Survey administration

- Continue to administer the Student Survey (School Environment) during Family Group to obtain the highest possible rate of participation.
- Create additional opportunities for completion of the survey outside of the Family Group class-time.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>Date</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Group second cycle of inquiry</td>
<td>All teachers and OAUC; IEP, ENL students</td>
<td>January 29, 2019</td>
<td>Co-leaders (2 teachers)</td>
</tr>
<tr>
<td>Department Teacher Teams second cycle of inquiry</td>
<td>All teachers and OAUC; IEP, ENL students</td>
<td>January 29, 2019</td>
<td>All teachers</td>
</tr>
<tr>
<td>Survey administration</td>
<td>All students</td>
<td>May/June 2019</td>
<td>All Administrators</td>
</tr>
<tr>
<td>3b – Parent and Family Engagement</td>
<td>All teachers</td>
<td></td>
<td>Neighborhood Coaches</td>
</tr>
</tbody>
</table>

2018-19 CEP
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Beginning with our admissions interview and new student orientation, students and their families are introduced to our community values which include an emphasis on rigorous instruction and high expectations. Our parent coordinator and a team of teachers will hold a series of workshops for families beginning in September and continuing through the first trimester to discuss initiatives. We will also structure our teacher-family engagement time to include discussion of rigorous instruction.

**Part 4 – Budget and Resource Alignment**

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

Circular 6 assignments are used for every teacher to participate in a first period common planning where a variety of teacher teams meet to engage in collaborative inquiry. Weekly after school professional learning time will also be used. We will continue to work with consultants from Generation Ready. Per session and classroom coverage will be used if budget allows for activities such as Working Group co-leaders to meet and for classroom inter-visitaton.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th></th>
<th>Title II, Part A</th>
<th></th>
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<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

Students will take a mock version of the School Environment Survey by responding to the questions in the category of Academic Press, in addition to the data collection tools created and used by Study Groups in November/December and the beginning of February as well as April/May and the beginning of June.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Mock School Environment Survey will be administered to students in the Spring of 2019.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Our strength lies in the relationships between students and adults, students and students, and in our restorative practices. The 2017-18 School Environment Survey indicates that 94% of students say that there is at least one adult in the school that they can confide in. Our priority need is to foster the same relationship between students and their classroom teachers. Specifically we want to address the following data from the 2017-18 School Environment Survey and QR:

- 75% of students say that teachers notice if they have trouble learning something.
- 81% of students say that teachers explain things a different way if they don’t understand something.
- 69% of teachers say that adults at their school teach students the organizational skills needed to be prepared for their next level.
- 69% of students say that their teachers support them when they are upset.
- "While there is evidence of planning for differentiated materials, student groupings, and additional supports so that the school’s diverse learners can have equal access to instruction, the depth of this planning is inconsistent." QR 1.1 (Developing)
- "As per this lesson plan, it would be possible for students to complete the task begun the prior day and unless voluntarily informing the teacher that they were done, there could be substantial time spent off-task." QR 1.1 (Developing)

Our goal will be for teachers to be aware of student academic and emotional needs in order to create a supportive classroom environment where students have access to the learning and feel safe to take academic risks..

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will see a 5 percentage point increase in each of the following School Quality Survey responses:

- 75% of students say that teachers notice if they have trouble learning something.
- 81% of students say that teachers explain things a different way if they don’t understand something.
- 69% of teachers say that adults at their school teach students the organizational skills needed to be prepared for their next level.
- 69% of students say that their teachers support them when they are upset.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Family Group teacher team meetings for professional learning and support in Tier 1 Restorative Practices</td>
<td>All pedagogical staff</td>
<td>September 2018 until June 2019</td>
<td>Family Group Coaches and administrators</td>
</tr>
<tr>
<td>A new cohort of teachers will attend Professional Learning sessions offered through the NYCDOE and other partners in Tier 2 and Tier 3 Restorative Practices.</td>
<td>All students and staff</td>
<td>Sept. 2018 - June 2019</td>
<td>A select group of administrators, social workers, deans, and teachers.</td>
</tr>
<tr>
<td>Whenever possible, in all team meetings across the school, circle practices will be utilized and reflected upon (including use of circle norms and talking pieces)</td>
<td>All students and staff</td>
<td>Sept. 2018 - June 2019</td>
<td>All administrators and teachers</td>
</tr>
<tr>
<td>An ongoing log will be maintained (by Peacekeeping Staff) of restorative interventions among students and staff</td>
<td>Students and staff</td>
<td>Sept. 2018 - June 2019</td>
<td>Peacekeeping Staff and Administrative Team</td>
</tr>
<tr>
<td>Family Group Planning and Instruction</td>
<td>Students and family group teachers</td>
<td>Sept. /Oct. 2018</td>
<td>Principal and Neighborhood coaches; Outside PD on Restorative Practices</td>
</tr>
<tr>
<td>- Create weekly meetings for Family Group coaches and administrators</td>
<td></td>
<td>Ongoing September 2018- June 2019</td>
<td></td>
</tr>
<tr>
<td>- Create bi-monthly schedule of family group coach visitation/modeling</td>
<td></td>
<td>Ongoing September 2018- June 2019</td>
<td></td>
</tr>
<tr>
<td>- Neighborhood coaches embed listening and communication skills in Family Group lessons (to address social/emotional development)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Neighborhood coaches will plan for and coach teachers to lead restorative circles in academic courses</td>
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</table>
Study Groups and Department Teams will continuously share strategies for checking for student's understanding and recognizing when a student is disengaged and/or struggling academically, socially, and emotionally. Formal sharing of tested strategies will coincide with the Study Group timeline shared in Goal #1.

<table>
<thead>
<tr>
<th>All Students</th>
<th>January 2019 and June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators and members of the Instructional Professional Learning Team</td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Beginning with our admissions interview and new student orientation, students and their families are introduced to our community values which include an emphasis on honoring democracy, self, and others. At this time and throughout the year parent engagement activities, both one on one and large group, focus on topics related to family group, circle practice, and communication skills. Parents and families are members of Tier II and III restorative circles. Family Group teachers serve as the primary family contact for the entire time a student is at EARWSHS. We will also structure our teacher-family engagement time to include discussion of school climate.

### Part 4 – Budget and Resource Alignment

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

Circular 6 assignments are used for every teacher to participate in a first period common planning (which includes a weekly teacher team meeting led by a Family Group Coach) as well as daily instructional tutoring during students' lunch period. Weekly after school professional learning time will also be used. Compensatory time positions are created and SBO approved in order to staff to curriculum development and instruction. Circular 6 time allow creates "office hours" for student support in academic classes.

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

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</table>

### Part 5 – Progress Monitoring

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

By the midpoint of the school-year (February) administrators and neighborhood coaches will have visited 100% of Family Groups at least twice to determine the frequency and strength of the use of restorative practices in Family Group lessons. Instructional Professional Learning Team Leaders will conduct and organize inter-visitations with the administration through the lens of accessibility to rigorous instruction.

This information will inform lesson planning and teacher coaching (from neighborhood coaches and administrators) from February to June 2019. This information will be analyzed along with a review of the Family Group student point rubrics.

Additionally, the Peacekeeping Log will be maintained and reviewed periodically.

#### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.
A common low inference data collection tool will be used for teacher inter-visitations in Family Group and other content classes.

| Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Feedback from our 2017-18 QR indicates these strengths [3.4 High Expectations (Well-Developed)]:

- School leaders consistently communicate high expectations and provide training to the entire staff. Teacher teams and staff establish a culture for learning.
- Communication and PD around high expectations contribute toward a culture of mutual accountability. Teachers foster student ownership of high expectations through the family group process.
- School leaders have supported school improvement initiatives through sessions on curriculum design, engaging students, designing rigorous questions, and engaging students in making their thinking visible.

Although this feedback highlights our strong culture of professional learning, the following data from 2017-18 School Quality Survey reveals that our priority needs are to develop more coherence, follow through, and impact.

- 62% of teachers say that their professional development experiences this year have been sustained and coherent.
- 63% of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.
- 77% of teachers say that they had opportunities to work productively with colleagues at their school on professional development.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will see a 5 percentage point increase in each of the following School Quality Survey responses:

- 62% of teachers say that their professional development experiences this year have been sustained and coherent.
- 63% of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.
- 77% of teachers say that they had opportunities to work productively with colleagues at their school on professional development.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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</table>

**Study Group first cycle of inquiry:**

- Identify working group topics (within the larger topic of enrichment/extension of tasks).
- Identify study group co-leaders (beginning with members of the newly formed Instructional PL team).
- Configure teachers into teams based on interest and need.
- Research the topic further through text-based discussions.
- Identify a Problem of Practice (in each group).
- Develop a data collection tool (student survey, student task, inter-visitation, teacher survey, etc.).
- Implement the tool and analyze data.
- Develop an interdisciplinary strategy to address the findings.
- Implement the use of the strategy to address problem of practice.
- Refine strategies by collecting data and analyzing patterns and trends.

**Study Group second cycle of inquiry:**

- Identify working group topics (within the larger topic of accessibility to tasks for all learners).
- Identify study group co-leaders (beginning with members of the newly formed Instructional PL team).
- Configure teachers into teams based on interest and need.
- Research the topic further through text-based discussions.
- Identify a Problem of Practice (in each group).
- Develop a data collection tool (student survey, student task, inter-visitation, teacher survey, etc.).
- Implement the tool and analyze data.
- Develop an interdisciplinary strategy to address the findings.
- Implement the use of the strategy to address problem of practice.
• Refine strategies by collecting data and analyzing patterns and trends

Increase teachers’ ownership of their Professional Learning and Inquiry by collaboratively analyzing data, conducting research, and articulating a shared Instructional Focus for 2018-2019 school year.

Teachers June 2018-June 2019 Principal and Instructional Professional Learning Team Members

Form a larger Instructional Professional Learning team comprised of members from each department. The team will meet regularly (bi-weekly) and team members will lead the Study Groups (inquiry teams) all year. In addition, the Teacher Leaders will organize a plan for ongoing teacher inter-visitations among interdisciplinary Study Group team.

Teachers June 2018-June 2019 Principal, Instructional Professional Learning Team Members and all teachers

Improve coherence of Professional Learning (as compared to previous years in working groups). Specifically, Study Groups (inquiry groups) will engage in inquiries of a specific target group of students, under one school-wide topic aligned to the IF.

Teachers June 2018-June 2019 Principal, Instructional Professional Learning Team Members and all teachers

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During our Fall parent night, families will be invited to break out session workshops designed by each working group to share their year goals and the actions families can take to support their children in this work. We will target our weekly parent engagement time with specific topics. At least twice a cycle, the focus will be on communicating our collaborative teams and work.

### Part 4 – Budget and Resource Alignment

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

Circular 6 assignments are used for every teacher to participate in a first period common planning where a variety of teacher teams meet to engage in collaborative inquiry. Weekly after school professional learning time will also be used. We will continue to work with consultants from Generation Ready. Per session and classroom coverage will be used if budget allows for activities such as Working Group co-leaders to meet and for classroom inter-visitations.

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

<table>
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</table>

#### Part 5 – Progress Monitoring

#### Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2019, benchmarks for each step of Study Group inquiry (i.e., identify problem of practice, develop data tool, identify and test pilot strategy, and school wide implementation) will be communicating with full staff through a shared documents and teacher lead PL sessions.

By February 2019, we will see a 2% collective increase in MOTP ratings in 3B, 3C and 3D when compared to June 2018.

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. | Benchmarks of inquiry work and MOTP ratings in Domain 3. |
| Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As seen in feedback from our 2017-18 QR, one of our strengths is in building capacity for teacher leaders. It states, "the instructional cabinet includes school leaders along with volunteer representatives from each department. Together, they communicate schoolwide instructional goals, monitor progress, and plan for the department and working group inquiry meetings and weekly after-school professional learning sessions." 4.2 Teacher Teams and Leadership Development [Proficient]

Additionally, the 2017-18 School Quality Survey indicates that 97% of teachers say that the principal makes clear to the staff his or her expectations for meeting instructional goals.

Although this feedback highlights our structure for teacher leaders, the following data from 2017-18 School Quality Survey reveals that our priority is to strengthen the alignment between the instructional vision and school culture.

- 83% of teachers say that the principal communicates a clear vision for this school.
- 80% of teachers say that it is clear how all of the programs offered are connected to their school's instructional vision.
- 80% of teachers say that the principal encourages feedback through regular meetings with parent and teacher leaders.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will see a 5 percentage point increase in each of the following School Quality Survey responses:

- 83% of teachers say that the principal communicates a clear vision for this school.
- 80% of teachers say that it is clear how all of the programs offered are connected to their school's instructional vision.
• 80% of teachers say that the principal encourages feedback through regular meetings with parent and teacher leaders.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Increase responsibility and support (through bi-weekly meetings) for Family Group coaches with respect to implementing the Instructional Focus strategies in Family Group lessons.</td>
</tr>
<tr>
<td>A standardized meeting tracker log will be created and maintained in Google Drive to establish a consistent practice and increase transparency among all staff members.</td>
</tr>
<tr>
<td>Facilitation of teacher teams by members of the Instructional Professional Learning Team.</td>
</tr>
<tr>
<td>Deans will take on increased responsibility for not only facilitating restorative circles but also tracking the participating community members, the frequency of those circles, and the nature of the circles (ex: re-entry, restorative, team building, etc.)</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During our Fall parent night, families will be invited to break out session workshops designed by each working group to share their year goals and the actions families can take to support their children in this work. We will target our weekly parent engagement time with specific topics. At least twice a cycle, the focus will be on the school leadership team.

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

Circular 6 assignments are used for every teacher to participate in a first period common meeting time. (working group, departments, neighborhood). Weekly after school professional learning time will also be used. Compensatory time positions are created and SBO approved in order to provide staff to develop curriculum, as well as model lessons.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

Instructional leadership will meet monthly beginning September 2018 to monitor the shared trackers. By February 2019 we will see at least 50% of teachers contributing to either planning, facilitation, or documentation of a teacher team meeting.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Benchmarks, shared meeting trackers, and implementation of programs in classrooms.

#### Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

West Side High School has had tremendous difficulty engaging parents. This week's open school event had only 10 parents attend. We notified them by mail and by phone on multiple occasions, but we had an extremely low turnout. What we have noticed over the years is that parents are very interested in talking periodically about their student's progress toward graduation. We also get a better turnout for college and financial aid.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will see a 5 percentage point increase in the number of parents completing the School Quality Survey, from 6% to 11%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Families | September 2018 through June 2019 | Mardory Nembhard; Guidance Counselors and Administration |
| Communicate the importance and purpose of completing the School Quality Survey to parents whenever possible (during events, meetings, circles, enrollment interviews, school-wide mailings and phone blasts). | Families | September 2018 through June 2019 | Principal and school-based SLT members |
| Parent involvement on SLT occurring regularly through monthly meetings. | Families | Monthly September 2018 through June 2019 | Indra Echeverri |
| Family Wellness Nights and Afternoons | Families | November, January, March, and June | |
| Weekly outreach to specific targeted groups (ie. turning 21) | Families | October 2018 through June 2019 | Teachers and Family Group Coaches |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

As part of LTW (Learning to Work) we will be working with Goddard Riverside CBO.

### Part 4 – Budget and Resource Alignment

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

A compensatory time position has been created for a Wellness Coordinator and COSA. A School Culture team has been established that will meet during Circular 6 time. Other groups can meet at the same time.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will keep weekly logs of parent outreach. Our Parent Coordinator will compile parent attendance at school events. We will compare this date to 2017-18 data for the end of each trimester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach contact and parent attendance data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5c.</strong> In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
Section 6: Academic Intervention Services (AIS)  
*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Course or Regents Failure</td>
<td>Extended day classes, team teaching, lunch time tutoring</td>
<td>Small group or one-to-one tutoring</td>
<td>During the school day, AM and PM School</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Course or Regents Failure</td>
<td>Extended day classes, team teaching, lunch time tutoring</td>
<td>Small group or one-to-one tutoring</td>
<td>During the school day, AM and PM School</td>
</tr>
<tr>
<td>Science</td>
<td>Course or Regents Failure</td>
<td>Extended day classes, team teaching, lunch time tutoring</td>
<td>Small group or one-to-one tutoring</td>
<td>During the school day, AM and PM School</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Course or Regents Failure</td>
<td>Extended day classes, team teaching, lunch time tutoring</td>
<td>Small group or one-to-one tutoring</td>
<td>During the school day, AM and PM School</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Personal crisis, course or Regents failure, truancy</td>
<td>1:1 or group counselling</td>
<td>1:1 or group counselling</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>24</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Students in Temporary Housing are offered clinical social work counselling and assistance. In addition, we are willing and prepared to ensure that they have enough food to eat and clean clothes to wear. We offer academic support at lunch time and after school.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>na</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
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.
## Section 8: Title I Program Information

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

### Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

We have extensive opportunities for professional learning at EARWSHS. In addition to daily professional development and common planning/Inquiry, we have hired a coach to work with teachers during the school day. We participate in the professional development provided by the Transfer School Superintendent’s Office and the Manhattan Borough Fields Support Center. Teachers are also able to choose from a wide variety of professional learning opportunities which include conferences, institutes and workshops during the school year and summer.

In order to recruit highly qualified teachers, we have partnerships with Hunter College where graduate education students are placed in our school to complete classroom observation and serve as tutors. We also encourage our current teachers to supervise student teachers.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We have a literacy and math consultant. Each one works with teachers once a week. Over half of our teachers have been trained in AVID during summer institutes, and we attend other professional conferences and institutes when funding allows.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

na

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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


4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$298,316.00</td>
<td>x.</td>
<td>§5a and 5c</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>
**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 enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State, and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. West Side High School, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESEA) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children.

### Support for Parents and Family Members of Title I Students

West Side High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in
languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve
outreach, communication skills and cultural competency in order to build stronger ties between parents and other
members of the school community;

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent
Committee as trained volunteers and welcomed members of the school community.

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I
program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title
I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated
directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as
described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent
Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support
and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the
parents of children who attend the school and will work to ensure that the school environment is welcoming and
inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents
each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability,
grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and
technology training to build parents’ capacity to help their children at home;
● provide opportunities for parents to help them understand the accountability system, e.g., ESEA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary School Act;

● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Edward A. Reynolds West Side High School, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESEA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will
share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary School (ESEA) Act;

### I. School Responsibilities: Supporting Home-School Relationships

*Support home-school relationships and improve communication by:*

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff
member;

• arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to
observe classroom activities;

• planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

• creating a safe, supportive and effective learning community for students and a welcoming respectful environment
for parents and guardians;

• assisting parents in understanding academic achievement standards and assessments and how to monitor their
child’s progress by providing professional development opportunities (times will be scheduled so that the majority of
parents can attend);

• sharing and communicating best practices for effective communication, collaboration and partnering with all
members of the school community;

• supporting parental involvement activities as requested by parents;

• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in
this Compact and the Parent Involvement Policy;

• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and
consistent with the Elementary and Secondary School Act Title I requirement for Elementary Secondary Education Act
(ESEA) and Title I programs

II. Parent/Guardian Responsibilities

monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate
procedures to inform the school when my child is absent;

• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and
his/her age;

• check and assist my child in completing homework tasks, when necessary;

• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

• set limits to the amount of time my child watches television or plays video games;

• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports
and/or quality family time;
● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

Name of School: _______  
DBN: _______

This school is (check one):  
- ☑ conceptually consolidated (skip part E below)  
- ☐ NOT conceptually consolidated (must complete part E below)  

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):  
- ☐ Before school  
- ☑ After school  
- ☐ Saturday academy  

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):  
- ☐ K  
- ☐ 1  
- ☐ 2  
- ☐ 3  
- ☐ 4  
- ☐ 5  
- ☐ 6  
- ☐ 7  
- ☐ 8  
- ☐ 9  
- ☐ 10  
- ☑ 11  
- ☐ 12  

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______
Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the
• rationale
• subgroups and grade levels of students to be served
• schedule and duration
• language of instruction
• # and types of certified teachers
• types of materials

Begin description here: 
West Side High School ELL students are serviced in the Title III program by two teachers who
has his/her ESL license. One of these teachers is also licensed in Social Studies and one is also
licensed in English. In addition, content area teachers receive push-in ESL support and
professional development from the assistant principals.
Our Title III supplemental program will take place during our after school tutoring sessions.
NYSESLAT, Regents scores, and student work indicate areas of need in academic reading,
writing, and vocabulary. In addition, our ELLs need support in Math literacy.
West Side High School also has after school tutoring to provide supplemental instruction that
includes services for ELLs. This service provides our ELL students the necessary rigorous
instructional support to improve college readiness. During the 1.5 hour block designed
specifically for ELLs and former ELLs that focus on study skills, academic and test specific
vocabulary development, identification of key words in complex passages, as well as the
organization of written responses to performance tasks. ESL teachers will support content area
teachers in planning for academic reading and writing during the Saturday academy.
Instruction will be provided in English with native language support as needed. Our items
purchased from title III funds will include consist leveled non-fiction text, subscriptions, and
other classroom materials that will support ELLs in all of their classrooms.

Part C: Professional Development
Describe the school’s professional development program for Title III Program teachers as well as
other staff responsible for delivery of instruction and services to ELLs.
• rationale
• teachers to receive training
• schedule and duration
• topics to be covered
• name of provider

Begin description here: 
Professional learning benefits ESL teachers in advancing their ELL practices in relation to their
content area. The teachers who receive specific ELL training teach courses that end in Regents
exams, English Selectives, Social Studies, Science, and Math classes.
As a result of our work in previous years, we will again hire an Generation Ready ESL specialist
consultant to work with us in the area of academic language development. Professional
development coaching focusing on our ESL teachers will be spread out over a number
of days and will help with content and strategies for ELLs. Coaching will also be directed at all
classroom teachers.
The consultant will also present a workshop for all teachers that will discuss the needs of
ELLs and provide instructional strategies to support them in all classrooms.
Additionally, the certified ESL teachers participate in two weekly teacher team meetings.
Department teams look at student work generated through common tasks and are reviewed with
particular attention the needs of ELLs and former ELLs. All teachers focus on discussion and
engagement protocols to help them address the unique needs of ELLs.
Part C: Professional Development

We expect to improve academic outcomes for our ELLs by support teachers in the use of these strategies.

Part D: Parental Engagement Activities

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

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

Begin description here: ____

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

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

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

Topics are included by month: (ENL teacher, parent coordinator, principal, dean, counselor)

Session 1: New Parents' Orientation - School expectations, reading a transcript, credit system, services

Session 2: When will my child graduate? Pupil Path and reading a transcript (enl teacher parent coordinator, principal, dean, counselor)

Session 3: Supporting my ELL child in planning for college; College Financial Aid for Parents (enl teacher parent coordinator, principal, dean, counselor)

Session 4: Supporting ELLs to pass state Regents exams (enl teacher parent coordinator, principal, dean, counselor)

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$7446</td>
<td>After school tutoring 1 teacher x 30 sessions x 2 hours x 60.65- $3639</td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For schools not conceptually consolidated only. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Per diem</strong></td>
<td></td>
<td>1 supervisor 30 sessions x 2 hours x 63.45= $3807</td>
</tr>
<tr>
<td>Purchased services</td>
<td>$4300</td>
<td>Generation Ready 2 days of ESL consultant ($2500.00); 1 day or Generation Ready ESL workshop ($1800.00)</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$320</td>
<td>Chart paper, markers, poster paper, notebooks, classroom supplies ($320)</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$300</td>
<td>Refreshments for parent meetings</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12,366.</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>Manhattan</td>
<td>505</td>
</tr>
</tbody>
</table>

School Name: Edward A. Reynolds West Side High School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean McTavish</td>
<td>Mark Chenault</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDB (Generation Ready)</td>
<td>Joan Ruley</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helene Papageorge</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Torres/Social Studies</td>
<td>Mardory Nembhard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azeen Karamati</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Rotondo</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Our school uses department created formative assessments for each unit of study. The student work is analyzed during weekly meetings and intervention strategies are determined based on the findings. Our ELLs require support in reading comprehension, academic vocabulary, and written and oral expression. Our interdisciplinary teacher teams will collect baseline data in areas of student discussion and student revision. Based on this data, teacher teams will create specific interventions to support student discussion and revision. These two target areas are parts of our instructional focus that are a struggle for our ELLs.

2. What structures do you have in place to support this effort?
Teachers meet weekly in both department and interdisciplinary teacher teams. The different teams share findings with the full staff at least once a month. Additionally, we will use the assistance of a consultant to provide targeted support to our two ENL teachers.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Frequently, our ELLs are our highest performing subgroup and they out-perform all other subgroups including "all students." Three years ago, we noticed that ELLs were not out-performing the other students in English, we hired a social studies teacher who is also licensed ESL teacher in order to support students with the literacy demands of the US and Global Regents. We gather this data from departmental common assessments. Additionally, since most of our students have taken Regents exams multiple times, we are able to use item analysis and long response data from these exams as a progress measure.

4. What structures do you have in place to address interventions once the summative data has been gathered?

 Teachers meet weekly in department teams to share data and discuss interventions. Department teachers also share the intervention work and data collected during interdisciplinary team meetings.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

NA

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

We use ELA and other Regents data to evaluate

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

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

   b. TBE program. If applicable.

      NA

   c. DL program. If applicable.

      NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ESL certified teachers consistently evaluate students in their native languages using informal assessments.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

Test accommodations of time and one half are given to all ELL and former ELL students.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teacher teams are working to address reading strategies and vocabulary acquisition. Classrooms use differentiated and leveled texts to promote ELL development and improve literacy skills. Students are taught to use assistive technology and application s that facilitate reading and writing as well as improve memorization such as the Solo Suite and Quizlet.
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   Students are scheduled according to their IEPs. We offer a self-contained ELA class and integrated co-teaching in each subject area. West Side strives to schedule students into the least restrictive environment. Teachers meet on a daily basis in teams to discuss instruction and ensure the needs of all students are being met.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   We have a free standing ESL program and certified ELL teachers in different departments: Science, Social Studies. Our classes are ungraded. The classes are heterogeneous with mixed proficiency (high intermediate to Advanced). These classes meet for one hour each day. ELL students are programmed to be in these content regents classes depending on their programs. They are in an ELL/ELA transitional English class with Helene Papageorge who is ELL certified with Principal Jean McTavish for support. In addition to our classes, students can get extra support from their teachers in any content area by attending tutoring at lunch and after school, by attending PM or AM school classes. All services are offered in English only. The above mentioned interventions are available in ELA, Math, Social Studies, and Science.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We are implementing the new Educating Powerful Writers: An Integrated Scope and Sequence for High School Writing.

10. If you had a bilingual program, what was the reason you closed it?
    We will continue to deliver the services we have in the past, but the curriculum mentioned above will replace teacher authored unit plans.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    In a transfer school, all of our students have academic challenges. As such, we have one to one tutoring available every day during our student lunch and 4 days a week after school. We can also pull students out of class for intensive help as needed. Saturday school and vacation school are also available if our budget allows.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    We use iPads, Chromebooks, as well as traditional traditional computers and interactive Smartboards. All classrooms have the Solo suite available which includes a text reader and writing supports.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    ELL certified teachers consistently evaluate students in their native languages.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    As a non-graded transfer school, all of our services/resources correspond to the ELL's age level. Our services/resources are respectful and realistic.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?
    We use iPads, Chromebooks, as well as traditional traditional computers and interactive Smartboards. All classrooms have the Solo suite available which includes a text reader and writing supports.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We have rolling admissions at our school. As students enter the school, we hold orientation sessions for both parents and students in order to help them transition to the new school setting. We focus on supporting all students academically and socially. Our social workers and parent coordinators run orientation workshops throughout the year to help students identify key adults and resources available to support them in our community.

17. What language electives are offered to ELLs?
   Spanish is the only language we offer. We have levels for Native Speakers.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   NA

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   We provide group and individual professional development for all teachers of ELL students. They have access to all resources available to chart ELL progress (NYSESLAT scores disaggregated, disaggregated Regents scores, Family Group attendance charts which includes academic progress,. Teachers learn about ELL methodology and strategies: scaffolding texts, concept mapping, tackling academic reading and vocabulary, writing conferencing) and support with the Common Core Standards performance indicators. Our students have already attended other high schools and made the transition. Our professional learning occurs every Monday afternoon and Wednesday, Thursday, and Friday mornings throughout the year. We send teacher leaders, the PC, and administrators out to ELL PDs when they are made available throughout the year. For example, last week, we sent a math teacher and a science teacher to DOE sponsored PD on supporting ELLs in the respective content areas.
   Teachers of ELLs participate in inquiry teams that focus on the Common Core Standards and College and Career expectations.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
   NA. We are a high school, so we transition students to college or career training. Our transition work with students begins with our orientation and ends with articulation to college or career training. Our Family Group class offers group guidance and academic advisement. We have a team of 5 social workers to address more serious social emotional problems. Our 2 guidance counsellors support students in selecting a post secondary experience.
   We have three types of professional development for teachers. Our working groups focus of aligning our curriculum and our pedagogy to the Common Core Standards. Our Departments work on deepening the work of the working groups. Teachers learn about ELL methodology and strategies: scaffolding texts, concept mapping, tackling academic reading and vocabulary, writing conferencing) and support with the Common Core Standards performance indicators. Currently, we focusing on accountable talk, classroom discussions and scaffolds, and growth mindsets. We do offer daily support to ELL teachers in their first period family group meeting. Teacher teams meet every morning for professional development. This professional development lasts 40 minutes each day. Teachers also meet every Monday afternoon for 45 minutes after school. We keep digital copies of all agendas and attendance in Evernote.
### Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   We hold individual parent conferences with for all of our students. All of the student’s teachers are present at the meeting to discuss student language development and progress across content areas.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   At all of our parent outreach activities we have bilingual staff and teachers communicating with our ELL parents. Flyers, and phone calls home are conducted in Spanish and English. We have college night for our parents, Financial Aid seminars, Pupil Path training, and celebration dinners with the Parent Coordinator.

### Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Jean Mctavish, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean McTavish</td>
<td>Principal</td>
<td></td>
<td>10/10/15</td>
</tr>
<tr>
<td>Kristin Schmitz</td>
<td>Assistant Principal</td>
<td></td>
<td>10/10/15</td>
</tr>
<tr>
<td>Mardory Nembhard</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/10/15</td>
</tr>
<tr>
<td></td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helene Papageorge</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/10/15</td>
</tr>
<tr>
<td>Mark Torres</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/10/15</td>
</tr>
<tr>
<td>Jonathan Shank</td>
<td>Coach</td>
<td></td>
<td>10/10/15</td>
</tr>
<tr>
<td>Caroline Onwuemeli Peter</td>
<td>Coach</td>
<td></td>
<td>10/10/15</td>
</tr>
<tr>
<td>Azeen Karamati</td>
<td>School Counselor</td>
<td></td>
<td>10/10/15</td>
</tr>
<tr>
<td>LaShawn Robinson</td>
<td>Superintendent</td>
<td></td>
<td>10/10/15</td>
</tr>
<tr>
<td>Hong Ying Shen</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Deputy Director ELL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

| DBN: | 03M505 | School Name: | E.A.R. West Side High School | Superintendent: | Paul Rotondo |

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinah</td>
<td>Gieske</td>
<td>Assistant Principal</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>yes</td>
<td>39%</td>
<td>yes</td>
<td>39%</td>
</tr>
<tr>
<td>French</td>
<td>yes</td>
<td>.01%</td>
<td>yes</td>
<td>.01%</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>no</td>
<td>0</td>
<td>no</td>
<td>0</td>
</tr>
<tr>
<td>Arabic</td>
<td>yes</td>
<td>1</td>
<td>yes</td>
<td>1</td>
</tr>
<tr>
<td>Malinke</td>
<td>no</td>
<td>0</td>
<td>no</td>
<td>0</td>
</tr>
<tr>
<td>Assamese</td>
<td>no</td>
<td>0</td>
<td>no</td>
<td>0</td>
</tr>
<tr>
<td>Mandinka</td>
<td>no</td>
<td>0</td>
<td>no</td>
<td>0</td>
</tr>
<tr>
<td>Nahuatl</td>
<td>no</td>
<td>0</td>
<td>no</td>
<td>0</td>
</tr>
<tr>
<td>Russian</td>
<td>no</td>
<td>0</td>
<td>no</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>yes</td>
<td>61%</td>
<td>yes</td>
<td>61%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Documents</td>
<td>September, October</td>
<td>Most admissions documents are already translated into Spanish. We plan on sending our Family Handbook to the DOE for French, and Arabic translation</td>
</tr>
<tr>
<td>Orientation Documents</td>
<td>September, October</td>
<td>We plan on sending our Orientation Documents to the DOE for Spanish, French, and Arabic translation</td>
</tr>
<tr>
<td>Open School Documents</td>
<td>November, March, and May</td>
<td>We plan on sending our Open School Documents to the DOE for Spanish, French, and Arabic translation</td>
</tr>
<tr>
<td>Report Card Documents</td>
<td>October, December, February, March, April, June</td>
<td>We plan on sending our Report Card template to the DOE for Spanish, French, and Arabic translation</td>
</tr>
<tr>
<td>Meeting Name</td>
<td>Month/Frequency of Meetings</td>
<td>How does your school plan to provide interpretation service(s)?</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Regents Documents;</td>
<td>January, June</td>
<td>We plan on sending our Regents Document to the DOE for Spanish, French, and Arabic translation</td>
</tr>
<tr>
<td>Graduation Documents</td>
<td>November, March, and June</td>
<td>We plan on sending our Graduation Documents to the DOE for Spanish, French, and Arabic translation</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>September</td>
<td>We have Spanish and French speaking staff on hand, and will use the Language Line for Arabic or hire interpreters from The Big Word if necessary.</td>
</tr>
<tr>
<td>New Parent Orientation</td>
<td>October</td>
<td>We have Spanish and French speaking staff on hand, and will use the Language Line for Arabic or hire interpreters from The Big Word if necessary.</td>
</tr>
<tr>
<td>Open School Night</td>
<td>November, March, May</td>
<td>We have Spanish and French speaking staff on hand, and will use the Language Line for Arabic or hire interpreters from The Big Word if necessary.</td>
</tr>
<tr>
<td>PTA meetings</td>
<td>Monthly</td>
<td>We have Spanish and French speaking staff on hand, and will use the Language Line for Arabic or hire interpreters from The Big Word if necessary.</td>
</tr>
<tr>
<td>Parent phone calls by attendance</td>
<td>Daily</td>
<td>We have Spanish and French speaking staff on hand, and will use the Language Line for Arabic or hire interpreters from The Big Word if necessary.</td>
</tr>
<tr>
<td>office, guidance and dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP meetings</td>
<td>On-going</td>
<td>We have Spanish and French speaking staff on hand, and will use the Language Line for Arabic or hire interpreters from The Big Word if necessary.</td>
</tr>
<tr>
<td>ELL meetings</td>
<td>On-going</td>
<td>We have Spanish and French speaking staff on hand, and will use the Language Line for Arabic or hire interpreters from The Big Word if necessary.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We will use the Language Line to translate oral communications for student emergencies.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff members will receive training from the Language Access Coordinator/AP on the Chancellor's Regulation both through a presentation and through written notification during a professional learning session in October of 2018.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Signage is translated and there is a notification posted that parents have a right to translation. Parent flyers and letters are translated into Spanish. Notification of translation services is provided to parents in the beginning of the year.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We will send translated parent surveys from the Translation and Interpretation Unit and conduct oral surveys using the Language line for languages that are not written.