



**WATERSIDE SCHOOL FOR LEADERSHIP
MS318**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 27Q318

ADDRESS: 190 BEACH 110TH STREET, ROCKAWAY PARK NY 11694

TELEPHONE: 718-634-1128

FAX: 718-634-1185

TABLE OF CONTENTS

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE 3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE..... 4

SECTION III: SCHOOL PROFILE..... 6

Part A. Narrative Description 6

Part B. School Demographics and Accountability SnapshotError! Bookmark not defined.

SECTION IV: NEEDS ASSESSMENTError! Bookmark not defined.

SECTION V: ANNUAL SCHOOL GOALSError! Bookmark not defined.

SECTION VI: ACTION PLANError! Bookmark not defined.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010..... 8

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error! Bookmark not defined.13

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)..... 11

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION 17

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS 18

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT 23

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)..... Error!
 Bookmark not defined.**24**

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS.....25Error! Bookmark not defined.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 Error!
 Bookmark not defined.**35**

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) Error!
 Bookmark not defined.**36**

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 318 **SCHOOL NAME:** Waterside School for Leadership

SCHOOL ADDRESS: 190 Beach 110th st. (Room 301) Rockaway Park, NY 11694

SCHOOL TELEPHONE: 718-634-1128 **FAX:** 718-634-1185

SCHOOL CONTACT PERSON: Linda T. Munro **EMAIL ADDRESS:** lmunro@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: TBD

PRINCIPAL: Linda T. Munro

UFT CHAPTER LEADER: Anthony Thomas

PARENTS' ASSOCIATION PRESIDENT: TBD

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** Leadership LSO

SSO NETWORK LEADER: Irene Rogan

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

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

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Waterside School for Leadership (WSL) is located in the Seaside Campus, formerly PS 225. One of three schools housed within the building, our school currently serves 73 students in grade 6 and will attain one grade level each year to become a full zoned middle school, serving the families of the Rockaway Park area of Queens. The school has 2 general education classes and a special education class with a 12-1 classification. 9 students receive weekly mandated SETTS service.

Our mission states that WSL, along with its parents and community members, is dedicated to serving the diverse scholars of NYC by creating a collaborative and supportive educational environment where college bound scholars are Leaders of their Lives, Learning and Community. Waterside fosters in our scholars a sense of community, an understanding of leadership and a commitment to ethical behavior that encourages them to become positive change agents in high school, college and beyond.

Scholars will *lead their life* (by engaging in appropriate, scholarly behaviors and rigorous leadership preparation courses), *lead their learning* (by setting goals, and tracking their progress) and *lead their community* (through community service, outreach and research).

We envision a school where upon graduation, all students will have achieved their personal and academic goals, exhibit leadership traits, and demonstrate a sense of responsibility, community awareness, and academic excellence. They will become articulate leaders who blaze trails rather than succumbing to surrounding pressures as followers.

At WSL, our scholars work with teachers and parents to create Individualized Learning Plans with specific and targeted goals to help scholars succeed and foster scholar self-awareness. Scholars engage in college-preparatory academic classes and community service projects to prepare them for high school and beyond. Our teachers support an environment where scholars challenge, question and learn how to find answers. Scholars are known through weekly advisory meetings as we work to create a safe haven where scholars feel safe, and supported. Our collaboration with the Center for Social and Emotional Education (CSEE) will work to support the social, emotional and academic growth of our scholars on a daily basis.

As a school, scholars take Leadership Courses where they learn critical skills like communicating effectively, collaboration, planning proactively, team-building, persistence and more! Our partnership with The Leadership Program allows us to introduce weekly topics and reinforce those same skills in our small advisory groups. Every Friday, the entire school comes together for our weekly Community Meeting where we reflect on our topic, and recognize students and leaders who exemplify that skill. Guest speakers and visiting elected officials prompt scholars to engage with community issues and build civic leadership skills.

Parents and family members are always welcome at Waterside. Their presence in our classrooms and their support at home are essential to each scholar's success. Monthly workshops provide families with activities and strategies that promote literacy at home and at school.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	31	15	0	0	5	2		As needed
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>The SETSS provider, who does not have a full caseload, provides AIS support to the school's struggling readers, both in small groups and on an individual basis. He also pushes into ELA classes to support struggling readers in the classroom setting. Both teachers use an Orton-Gillingham approach and one will be receiving training in the Wilson Foundation program. Services are provided during the school day in both push-in and pull-out models. The ELA teacher also provides afterschool Academic Intervention Services for students struggling in ELA from 3- 4:15 pm twice a week. Technology is integrated using the Ticket- to- Read online reading program. Beginning in Mid-November, we will provide Saturday Academy classes for students.</p>
<p>Mathematics:</p>	<p>Mathematics Intervention is provided by our math teacher who provides afterschool academic Intervention services for students struggling in math from 3-4:15 three times a week. We incorporate more of the Impact Math additional components to our students during small group instruction. Beginning in Mid-November, we will provide Saturday Academy classes for students struggling in mathematics.</p>
<p>Science:</p>	<p>N/A</p>
<p>Social Studies:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor follows up on students in crisis during the school day as needed. She also provides individual and group counseling to meet student mandates. Additionally the counselor reaches out to families and students and provides behavioral modifications that can be addressed in school and at home to enhance the learning of all students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>School Psychologist follows up on students in crisis. He also provides individual counseling to meet student mandates.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>NA</p>
<p>At-risk Health-related Services:</p>	<p>On an as needed basis during the day</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

The Waterside School for Leadership serves 7 ESL students in Grade 6. Of the 7 students receiving ESL services, 4 of these students are at the beginning proficiency rating level and 3 of these students are advanced. Our English Language Learners are held to the same high standards and expectations as all other students in our school. All goals and strategies for our English Language Learners are aligned with the New York State ESL Standards, New York State ELA and Math Standards and best practices in education. During our registration process for our newly enrolled students the parents are required to complete a Home Language Identification Survey (HLIS). This survey gives the school information on the languages spoken in the home. If the HLIS indicates a language other than English, the student is administered an English proficiency test called the Language Assessment Battery Revised LAB-R. The LAB-R is administered during the first ten days of school. Performance on the LAB-R determines if students are entitled to English Language development support services (ESL). If the LAB-R results show that a child is an English Language Learner (ELL) and Spanish is used in the home, the student must also take a Spanish LAB to determine language dominance.

Once a student is identified as an English Language Learner the parents of the student are sent an entitlement letter. If a child is not entitled to services based on their performance on the LAB-R a non entitlement letter is sent home. Parents are also sent a placement letter which explains that the student's continued entitlement will be determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered every spring. All parents of entitled children will be invited to the school for a workshop conducted by our ESL Service Provider. During this training the parents will be required to complete the Parent Survey and Program Selection Form. Once fifteen students in one grade select a Dual Language or Transitional Bilingual Education Program the appropriate classes will be opened in the school.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: N/A

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc).

The ESL Program of Waterside School for Leadership serves 7 students in Grade 6. Of the 7 students receiving ESL services, 57% of these students are at the beginning proficiency rating level and 43% of these students are advanced. Entitlement for ESL Services is determined by the Home Language Identification Survey Forms and scores in the Revised LAB-R. Based on these scores, the English Language Learners (ELLs) are grouped by grade and level of proficiency. This includes Beginners (B), Intermediate (I), and Advanced (Adv.). There are 2 groups which receive instruction in English as a second Language daily. Each group receives a minimum of 180 minutes to 360 minutes of ESL instruction weekly, depending on the mandate outlined in CR Part 154. Students will be pulled out from

their classes to be given instruction in the ELLs room except during Reading and Writing workshop in which the teacher will do push-in to the classroom to supplement and reinforce instruction of the classroom teacher to the ELLs. The ESL Program at Waterside School for Leadership (MS 318) is designed to develop the basic interpersonal communicative skills of our ELLs. It also strives to improve the development of Language Proficiency by integrating simple yet effective ESL methodologies throughout the curriculum and content areas. Program planning and management description to include identification and placement of ESL certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction.

The language of instruction used in the ESL class is English. Although there are Spanish books and other resource materials which the students can use and read, the teacher requires them to read, write and speak in English. Students are grouped according proficiency level (Beginners, Intermediate, and Advanced) to make sure that the content designed for their language acquisition and learning level will be appropriate for them. The ESL teacher pulls out 5 to 6 students per group for ESL instruction. The ESL teacher uses differentiated instruction and varied instructional strategies to meet the language needs of ELLs and to develop their lifelong skills. Such approaches are as follows:

- a. The language experience approach: This will enable students to develop academic skills through listening, speaking, reading writing, and thinking with focus on teaching the structure and convention of the English language.
- b. Through hands on activities like field trips, projects, and scientific experiments, students will have the opportunity to have real life learning experience and better understand the concepts presented in the curriculum.
- c. Technical Support through computer and audio cassette. Students are given the opportunity to work in the computer as well as use books on tapes to expand students' learning experience. In an effort to raise learning standards, the ESL teacher uses a variety of online programs, online literature, audio cassettes, graphic organizers to allow concepts to be taught in a concrete dimension.
- d. Authentic Assessment. Students will be assessed by daily teacher observation, self-assessment, performance assessment, and portfolio assessment. Our teachers assess their children's reading ability through the *Fountas and Pinnell Benchmark Assessment System*. Independent reading levels are collected every six weeks and are analyzed for trends and patterns. The ESL teacher will collaborate with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. All the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

ELL students are enrolled in supplemental AIS programs such as Ticket to Read, a computer based program for struggling students, afterschool Math Club and ELA enrichment Club and Saturday Academy which offers flexible grouping according to individual student's needs.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

ELL students participate in various activities such as soccer, math club, performing arts club, ELA/ Book club, chorus, technology club and Saturday Academy.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Waterside is committed to ensuring that parents of English Language Learners receive a detailed orientation to provide a clear understanding of program models and options that will best support the learning needs of their children. The orientation sessions are offered initially in September and throughout the academic year as needed. All correspondence for parents is written in both English and Spanish. Arabic translation is translated as often as possible. Parents are invited to attend PTA meetings, parent workshops and students body affairs. In addition, the ESL faculty, under the direction of our school administration, will implement and provide monthly parent workshops that will strengthen a home-school partnership. Since we realize that parents are the primary educators of their children, it is essential to provide parents with a myriad of knowledge that will equip them to support all school-wide initiatives.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Prior to their first day of enrollment at our school students and parents are introduced to the ELL teacher to determine how to best meet the needs of the student. When applicable, students are placed in classes where they will be able to receive additional support or assistance from other students. During Pre-school orientation, the secretary will translate school expectations, guidelines and needs to families.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

The staff participates in various workshops centered on differentiated instruction as it relates to all students in our school. There is ongoing communication between the ESL teacher, the general education and AIS teachers to offer additional support for ELL students. Our school will deliver comprehensive professional development to our teachers on the following topics:

- Differentiating instruction for ELLS
- ESL Scaffolding Strategies
- Dual Language Guiding Principle
- ELL Assessment
- Strategies and teaching practices for teachers of ELL/LEP students
- Alignment of Standards
- Enhancing the Balanced Literacy for ELL/LEP students
- Characteristics of Second Language Learners
- Content Area Instruction for ELL/LEP students
- Bloom's Taxonomy

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

Additional support would include Ticket to Read, afterschool Math Club and ELA enrichment Club. We are receiving support from the Leadership Learning Support Organization in developing our self-contained ESL model. The Leadership LSO will also support us in ensuring that strategies for supporting English Language Learners are in place in all classrooms.

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

Form TIII – A (1)(a)

Grade Level(s) 6th grade **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **1** **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

Form TIII – A (1)(b)

School: _____ **BEDS Code:** _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - **Our school conducted student home visits in which families were asked to identify which language was the language spoken at home and what language would be best for communication.**
 - **Home Language/ Parent Surveys were given to each family at our Family orientation. These surveys provided us with information about the translation needs of our families.**
 - **Advisor/ Teacher Phone calls were conducted in the first two weeks of school. Advisors/ teachers who had difficulty conversing with a family member brought it to the attention of the office so that translation services could be provided.**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the data and survey of languages of our student population at MS 318, we found that written communication for parents needed to be disseminated in languages other than English. A good percentage of our families required Spanish translations and 7% needed communication translated into Arabic. In addition, we surveyed staff and parents to determine what oral communication was needed. We found that many parents needed someone to interpret for them in several situations, specifically when parents were meeting with their child's teacher, during school meetings, workshops and home contacts. During phone calls home or family- school meetings parents were unable to communicate effectively with teachers and often times they have a translator to accompany them or rely on the student to translate. A parent letter was sent home in September notifying parents that they had the opportunity to request English letters translated into their native languages. There is also a poster displayed in the main office notifying parents of the same information. Students also informed us that their parents would need letters translated into other languages when we attempted to give them an English flyer.

Part B: Strategies and Activities

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

- a. **We plan to provide written translation of all parent letters. Posted messages such as mission statements, Discipline Codes, parent workshop schedules and flyers will be written in languages other than English. At Waterside, we utilize the secretary to translate for our Spanish speaking students and parents.**
 - b. **Online translation websites like Google Translation will be used to translate written communication home.**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. **We plan to provide personnel to assist parents during Parent-Teacher meetings, conferences. parent orientations, PTA meetings and workshops provided by Parents Association and/or Staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel is accessible in the school. There will be personnel assisting at the front desk as well as in the main office. Personnel will also be available before and after school to assist parents and answer questions. As noted in Part A, the secretary will be utilized to orally interpret to our Spanish speaking students and parents.**
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - **The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions are available on the DOE website.**
 - **Parents who do not have a command of the English language will receive school notices in their native language. Where possible, the school will engage the services of local translators to assist in the translation of materials. All parents have and will continue to have full access to all necessary information via the appropriate translation/interpretation services.**
 - **The school will continuously post in a conspicuous location at or near our primary entrance in our most prominent covered languages indicating the availability of interpretation services.**
 - **Our school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$47313		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$473		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$2,360		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$4731		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

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

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

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

The Waterside School for Leadership believes that parents and families are an integral part of our students’ success. Holding this belief, we are working to develop a Parent Teacher Association and our School Leadership Team. We have monthly Family events and workshops, where the parents learn specific language and learning strategies and techniques they can use in the home to support language development and academic success.

The Waterside School for Leadership agrees to implement the following regulations:

- 1. The Waterside School for Leadership will put into operation programs, activities and procedures for quality involvement of all parents of Title 1 eligible students consistent with the Elementary and Secondary Education Act. All programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- 2. The Waterside School for Leadership will carry out programs, activities and procedures in accordance with the definition of parental involvement.**

As a new school, we recognize that parental involvement means the participation of parents in regular, two-way meaningful communication involving student academic learning and other activities:

We will work to ensure:

- a. that our parents play an integral role in assisting their child’s learning**
- b. that our parents are full partners in their child’s education and are included in decision- making to assist in the academic success of their child.**
- c. that our parents are encouraged to be actively involved in their child’s education here at the Waterside School for Leadership**

Opportunities for our parents to become involved:

- a. Parent’s Association**

- b. School Leadership Team
- c. Parent Teacher Conferences
- d. Monthly Family Events and School Nights (academic based)

Family workshops

The Waterside School for Leadership will provide assistance and workshops to parents, in understanding topics such as but not limited to the following:

- New York State ELA, Math, Social Studies and Science assessments, English Language Learners Standards
- Understanding our curriculum and programs
- Reading/ Literacy Strategies
- Impact Math
- Interactive Read Alouds
- Environmental Science
- Family orientation
- Understanding the importance of language and the connection to literacy achievement
- Curriculum Night

As a New School we will also work to:

The Waterside School for Leadership will provide translated documents of all school home correspondence. Translation services will be provided by our secretary and other school personnel. The Waterside School for Leadership will provide professional development to our staff regarding the most effective techniques in involving parents through respectful conversations and outreach to parents. This document will be updated regularly to reflect any changes regarding our School Parent Involvement.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

WATERSIDE SCHOOL *for* LEADERSHIP
Family Accountability Compact
SCHOOL COPY: Please sign and return.

ATTENDANCE:

- I will ensure that my child comes to school every day on time to begin school at 8am.
- I understand that the school will call if my child is absent or excessively late.
- I agree to notify the school of my child's absences as early as possible.
- I understand that my child must make up missed work following absences.
- I understand that dismissal is promptly at 3pm.
- I agree to make arrangements for prompt pick-ups following detention, or school events.

CLASS WORK and HOMEWORK:

- I will check my child's homework daily to ensure that it is complete.
- I understand that if my child misses an excessive amount of class work or homework, I may be required to attend a parent-teacher conference.
- I understand that my child may also be required to attend Saturday school to make up missed work or assignments.
- I understand that my child may be required to attend Saturday school or after-school tutoring to address areas of weakness in order to be promoted to next grade.
- I will encourage my child to seek help from teachers or ask questions in class for clarity.
- I understand that teachers are available to answer any questions I may have about the content.

CODE OF CONDUCT:

- I agree to promote or support the rules of behavior as outlined in the school's Student Handbook and accept responsibility as a partner in my child's learning.
- I understand that my child will be required to stay for an hour of detention on Friday afternoons if he or she commits a detention-level infraction.
- I understand that my child may be suspended from school if he or she misses detention.
- I will come to school for a meeting if my child is suspended. Until that meeting, I understand that my child will not be allowed to return as a fully participating member of his or her class until after the meeting occurs.

FAMILY SUPPORT:

- I agree to support my child's academic and social development by communicating regularly with my child's teachers and advisors and by attending Family-Teacher Conferences to pick up my child's report card.
- I agree to attend family meetings and other school sponsored events as often as I can.
- I agree to sign and discuss all progress reports with my child.

STUDENT DRESS POLICY:

- I will ensure that my child comes to school in proper dress, according to the guidelines listed in the Student Handbook.
- I understand that if my child comes to school out of uniform, he or she may not be permitted to attend class, may need to wait for the appropriate dress to be brought from home, may need to borrow a school uniform, and/or may receive an automatic detention.

In addition to signifying agreement to the bullets above, I acknowledge that I have received a copy of Waterside's Student and Family Handbook. I understand the regulations and procedures of the school. I understand that if I have any additional questions regarding these policies, I can always ask my advisor or another member of the school community for further explanation.

In exchange for what students and families do, we promise to provide students with a safe and orderly environment in which they'll enjoy studying and learning. We promise to prepare our future leaders for college by:

- Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet the New York State's learning standards.
- Holding Parent Teacher Conferences at least twice annually.
- Disseminating report cards four times a year.
- Providing parents with reasonable access to staff. Our teachers are available for two parent teacher conferences each year, and are available by appointment during their preparation periods, before school, and after school.
- Provide parents with opportunities to volunteer in our school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

Title I funds have also been allocated to provide parent workshops on various topics, and to send students on field trips to enhance their exposure to cultural institutions and language. The school has purchased supplemental AIS programs such as Ticket to Read for our low income and ELL students. Per session funds have been allocated for our Saturday Academy which offers flexible grouping according to individual student's needs. These afterschool programs will target our ELL students in the areas of language acquisition, literacy and the writing process. Meaningful test prep will be incorporated into the daily literacy block as our lessons provide support to prepare our students for the NYSESLAT and NYS examinations by focusing on listening, speaking, reading and writing daily. The purchase of the Renzulli Learning Program allows us to offer differentiated enrichment and instruction for all students, create profiles of all students' interests and learning styles to best serve their needs and create independent study and project activities for students to complete in school and at home.

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

The vast majority of our student population qualifies for Title I funding, therefore they are a priority in our school planning. School planning is focused on the needs of our low-income students and English Language Learners. Our weekly data talks and weekly curriculum meetings have allowed us to ensure that teachers are planning adequately for student achievement.

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

All instruction at the Waterside School for Leadership is provided in the workshop model, which is research-based and allows for the gradual release of responsibility from teacher to student. We also follow a balanced approach to literacy and mathematics, and use word walls, daily read alouds to develop vocabulary, background knowledge, and oral language development. Many of our academic intervention services are provided in a push-in model to minimize removing children from their classrooms during the school day. Our afterschool ELA and Math programs target the students in the lowest academic percentile of our school and is funded through Title 1 funds. Additional instructional time will begin during our Saturday academy and will help to supplement our high-quality curriculum.

4. Coordinate with and support the regular educational program;

Teachers meet twice a week for data talks and curriculum meetings to plan adequately for student achievement and support the regular educational program.

5. Provide instruction by highly qualified teachers;

Our highly qualified teachers are continuously involved in a learning process in which their professional knowledge plays a crucial role in implementing best practices:

- **Attendance at conferences and workshops**
- **Seminars/School wide Retreats**
- **Interschool visitations**
- **Learning walks**
- **Research based literature implementing best practices.**
- **Study Groups**

Teachers have the opportunity to turnkey information, model best practices, and share the latest research findings during regularly scheduled professional development meetings, common prep periods, and grade level meetings.

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

The ten percent of Title I funds set aside for Professional Development will be used to send capacity builders to workshops on language and literacy development, especially involving English Language Learners and struggling readers.

7. Provide strategies to increase parental involvement; and

- **Family Curriculum Nights**
- **Letters, flyers, monthly calendars and meeting minutes to parents are written in multiple languages**
- **Increased advertisement of PTA and SLT meetings**
- **Participation in designated Open School Nights and Parent Teacher Conferences.**

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

As a new school, our office staff members are in the process of developing relationships with outside services and programs.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Waterside School for Leadership has worked to ensure alignment of the written and taught ELA curriculum to NYS standards through:

- **The introduction of summer professional development around the topic of curriculum design and standards based instruction**

Waterside will determine the relevancy of this finding by continuously engaging in:

- **Professional development around the topic of curriculum design and standards based instruction**
- **Data Analysis during weekly data talks**
- **Weekly planning and review of lessons during Content Curriculum meetings**
- **Instructional Walkthroughs with a focus on literacy instruction**
- **Inventories of instructional resources to meet the appropriate levels, interests and needs of all students especially ELL students**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Math teachers engaged in professional development around the revised Math Pacing calendar, and worked to align the Everyday Mathematics units with the NYS standards. Teachers also continue to monitor that alignment during weekly math curriculum planning meetings.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Waterside School for Leadership will engage in the following assessment methods to determine whether this finding is relevant to our school's educational program:

- **Analysis of the effectiveness of the Renzulli Learning Program which should allow us to offer differentiated enrichment and instruction for all students**
- **Analysis of student work samples**
- **Formal and Informal Lesson observations**
- **Faculty Conference Discussions**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

One focus of our common planning time will be on the workshop model and setting up literacy centers. Our literacy and humanities teachers will work to implement these elements of the Literacy Block. We will also dedicate professional development time to supporting teachers in scaffolding and Guided Reading.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Waterside School for Leadership will engage in the following assessment methods to determine whether this finding is relevant to our school's educational program:

- **Analysis of the effectiveness of the Renzulli Learning Program which should allow us to offer differentiated enrichment and instruction for all students**
- **Analysis of student work samples**
- **Math Walkthroughs**
- **Student Focus groups**
- **Formal and Informal Lesson observations**
- **Faculty Conference Discussions**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through common planning time, we will work with teachers in developing Everyday Math lessons in the workshop model using manipulatives. In implementing a pacing calendar, we will monitor the use of differentiation in math instruction. We will also develop technology use in math through the use of a Smartboard and laptop cart. In the coming years, we plan to hire a math coach to further support this work.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

The Waterside School for Leadership will alleviate staff turnover by:

- Conducting Exit interviews to determine areas of concern
- Monitoring and tracking teacher feelings and attitudes throughout the year
- Providing teachers with the materials and resources to be successful
- Ensure professional development is ongoing and individualized
- Have an open door policy for all teachers

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

As a new school, the findings on teacher turnover are not applicable. We have 5 new teachers, one of whom is a Teach For America teacher. The majority of transfer teachers employed at our school are due to the phase-out of PS 225, the ATR system and Article 18D of the UFT contract.

3.4: If the finding is applicable,

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed

mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Waterside School for Leadership will communicate frequently with our Learning Support Organization and other constituents to inquire about new professional development activities specifically for our ESL population. The ESL teacher will attend professional development sessions to stay updated on current issues affecting ESL students and bring it to the attention of administration. We will create Individualized Education Development Plans that caters to the specifics needs of each ESL student.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Several of our teachers have attended professional development focusing on English Language Learners that was provided by the Leadership Learning Support Organization. Time was provided for these teachers to turnkey their learnings with their grade teams. We are working closely with our ELL contact at the Leadership LSO to support us in the development of our self-contained ESL model.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We work diligently to ensure collaboration between our teachers and our ESL providers so that the ELL population in our school is best served. The ESL teacher administers the LAB-R in the fall to determine the eligibility of students for ESL services. The results are given to all classroom teachers and students are selected for services. The students who are served in an ESL setting are given end of unit teacher designed assessments and classroom teachers are given the results of each assessment. The classroom teacher communicates areas of need for the ELL student to the ESL provider periodically. The ESL provider gives the classroom teacher verbal feedback on the progress of the ELL students in the areas of speaking, listening, reading and writing during biweekly meetings. The NYSESLAT data is provided for the teachers at the end and beginning of each school year.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers will be provided with the most recent LAB-R and NYSESLAT scores of their ESL students, and the data will be disaggregated not only by proficiency level, but also by the students' time in the United States and the type of program they are in.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The process that the Waterside School for Leadership will engage in is a series of professional development workshops targeted to address the components of an IEP and ensure that special and general education teachers have sufficient understanding of the content of IEPs of students with disabilities. Through teacher collaboration general education and special education teachers meet weekly to discuss instructional approaches practiced within their classroom that can be used across the grades with meeting the specific goals of students as they work towards meeting and exceeding state standards. In addition, we will implement a system of signing-off sheet with staff members that receive IEPs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Waterside School for Leadership will engage a process to ensure that testing modifications and accommodations are specific to the classroom environment is through the Academic and Modification needs that specify the environmental modifications and human/material resources that each child will require. Through professional development workshops targeting the components of an IEP, and response to intervention to address behavioral concerns and behavioral intervention plans.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We have already begun to reevaluate students who are not progressing in their current placement and intend to revise IEPs as annual reviews come up.

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Waterside School for Leadership has 1 student in temporary housing.

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

The school plans to provide the following services to our STH population:

- **Uniforms**
- **Schools supplies and bookbags**
- **Academic and Educational Support services**
- **Counseling Services**
- **Academic Trip Fees**
- **Outreach efforts to identify the STH population and assist with accessing applicable school programs**
- **Training for staff to foster understanding of STH student needs and rights**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.