



M.S. 250 WEST SIDE COLLABORATIVE MIDDLE SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: M.S. 250 WEST SIDE COLLABORATIVE MIDDLE SCHOOL

ADDRESS: 735 WEST END AVENUE

TELEPHONE: 212-866-6313

FAX: 212-678-5295

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310300010250 **SCHOOL NAME:** M.S. 250 West Side Collaborative Middle School

SCHOOL ADDRESS: 735 WEST END AVENUE, MANHATTAN, NY, 10025

SCHOOL TELEPHONE: 212-866-6313 **FAX:** 212-678-5295

SCHOOL CONTACT PERSON: JEANNE ROTUNDA **EMAIL ADDRESS:** JRotund@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lorraine Pierre

PRINCIPAL: JEANNE ROTUNDA

UFT CHAPTER LEADER: Steve Schiff

PARENTS' ASSOCIATION PRESIDENT: Jeanne Myers

STUDENT REPRESENTATIVE: _____
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: MARINA COFIELD

SUPERINTENDENT: Sara (IA)Carvajal

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jeanne Rotunda	Principal	

* 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.

West Side Collaborative Middle School is a small public school of choice with approximately 200 students in grades six through eight. The school is located on the third floor of P.S. 75, which is on the corner of West End Avenue and 96th Street. The school serves an ethnically diverse student population.

The school has been under the same leadership, with many of the same teachers, for fourteen years. As a community that cares deeply about our work with children we are extremely proud of our "Well Developed" ratings and Progress Report score of "A" four years in a row from the Department of Education.

The heart of West Side Collaborative is its creative, intelligent and energetic staff. The teachers are reflective educators, who continually rethink practices to keep children's development central. Our staff has participated in many professional development opportunities in technology, math, literacy, the sciences and the arts. Together they have created a middle school experience that will challenge students to develop their innate curiosity and channel the energy of youth into the excitement of discovery!

We are the recipient of the following grants: GE Middle School Success, New York State Council on the Arts in partnership with New York City Opera, the Teach with O'Keeffe Grant through the Whitney Museum of American Art and New York City Connected Learning. West Side Collaborative is also part of the Math Pilot for reviewing the New Common Core Standards.

Through our individualized high school planning program that includes one-on-one academic counseling sessions and parent workshops graduates are accepted into many schools including: Beacon, NYCI School, Bard, Millennium, LaGuardia, Manhattan Village Academy, Rice, St. Agnes, La Salle Academy, Cristo Rey, Mott Hall, Manhattan Hunter Science, Brooklyn Latin, East Side Community, High School of Economics and Finance.

Special features of the school include:

- Weekly Student Advisory Program and Grade and School Wide Community Meetings
- Standards Portfolios in Math, ELA
- Annual promotional portfolio presentations
- Enrichment book clubs for classic and higher level literature
- One-to-one laptops
- Robotics club
- Technology infused into all curriculum areas
- Two original opera productions with the support of artists-in-residence from the NYC Opera
- Tennis, soccer and basketball clubs
- Interdisciplinary projects
- Celebrations of student work through publishing parties, museum shares and publications

- Individualized student schedules
- Block scheduling
- Hands-on science lab experiences
- Arts such as percussion, film-making, art, video production and photography.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	M.S. 250 West Side Collaborative Middle School								
District:	3	DBN #:	03M250	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.1	94	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.9	95.72	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	61	62	65	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	68	64	62		67.7	76.8	74.5		
Grade 8	65	62	58						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	5	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	194	188	185	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	8	6	TBD		
# in Collaborative Team Teaching (CTT) Classes	23	35	37	Superintendent Suspensions	0	0	TBD		
Number all others	10	14	20						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	10	6	17	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	6	15	Number of Teachers	18	19	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	5	TBD
				Number of Educational Paraprofessionals	0	0	TBD

Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	94.4	100	TBD
				% more than 2 years teaching in this school	55.6	57.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	55.6	57.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	72	74	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	28.9	27.7	27				
Hispanic or Latino	58.8	62.8	62.7				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	2.7	1.6				
White	9.3	6.4	7.6				
Multi-racial							
Male	39.7	40.4	40				
Female	60.3	59.6	60				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>
Individual Subject/Area AYP Outcomes:	
Elementary/Middle Level	Secondary Level
ELA: Y	ELA:
Math: Y	Math:
Science: Y	Graduation Rate:

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	102.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	14.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	56.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The process of becoming a reflective young adult is nurtured by carefully planned school-wide systems that start in our 6th grade and expand over three years, culminating in a community of young adults who are growing in self-confidence and are prepared for the challenges of high school.

Teams discuss individual students, design curriculum, share instructional strategies, raise questions about their effectiveness in relation to their goals and assess student work. Each grade team has autonomy within the larger context of the school community but adheres to the philosophy and decisions agreed upon by the full staff. The teams come together to coordinate curriculum across grades, define school wide expectations, share best practices and create assessment tools, portfolios, community-building experiences and other school policies. This balance of grade teams, subject teams, advisory teams, support staff teams and full staff demands a professional culture that values honest communication with colleagues. This provides for a dynamic professional climate that taps into the talents and strengths of each individual and aims to create a whole that builds on the best of each member. Our strong sense of professional community, one that aspires to continually improve in our efforts to nurture our students, takes a real commitment on the part of the adults to see themselves as learners as well as teachers and coaches.

Some of our most significant accomplishments over the last few years include our integration of technology into the life of our school, an evolving portfolio system and a continuing ability to meet our AYP's for each group of students, which resulted in recognition as a "Closing the Achievement Gap" School and our receiving an "A" on the new DOE Progress Report for four years. Our sixth grade students and parents are part of New York City Connected Learning. This broadband initiative allows the school to design curriculum that will extend classroom learning at home and provide teachers with professional development opportunities that will enrich classroom instruction through the skillful use of technology. As part of Connected Learning students will receive computer and internet access at home.

We are also developing systems for teachers to share their professional materials and respond to students' on-going work through the use of the technology. We continue to support teachers with Acuity, ARIS and other online assessment tools. Our embrace of the importance of technology in the lives of our students is changing the look of our projects and helping us engage our students in multiple ways. We have also been selected to be part of the IZone time and staffing project.

Currently our students build portfolios using the ELA Standards and Math Standards as their guides. These two standards Portfolios include entry slips that ask the student to identify the standard met and reflect on the piece. Students collect their work during the year and use these portfolios as a filing and filtering system for their final WSC Process Portfolios. The WSC Portfolio includes

categories that are not subject specific but ask students to select pieces based on process and thinking. The portfolios are shared at the end of the year during portfolio presentations that include other students, various teachers and parents who are available and are integral to promotion to the next grade.

Although our standardized test scores fluctuate year to year, we have still been able to meet our AYP's and begin to close the achievement gap. Much of our work has resulted in increased student self-assessment and commitment to the learning process. Our students feel their voices are valued and that there is always an adult available to support them in their growth. Schools Attuned tools are used to help identify students' strengths and weaknesses in order to differentiate and personalize instruction. The constructs are being used to help students become reflective and self aware learners who can set goals and use strategies effectively.

The most intractable problem we face is a lack of physical space. We lack space for specialized classrooms, appropriate workspace for staff, and facilities for storage of equipment, books and files. Our staff has made a decision to use all available rooms (nine regular classrooms and two small tutoring spaces) for children. This leaves one small half room to be used as the school office, staffroom, parent room and professional space. This makes it challenging to do the day-to-day work of a school and use our professional time as efficiently as we could. Teachers meet at tables in the hall. The administrative/support staff have no dedicated private areas to work or store materials. Without appropriate space, our music, performance, art and science lab classes are limited in their scope. It also means that many of our children and families who require support in dealing with social and emotional issues need to locate resources outside our school community area, which we are less familiar with.

Finally, as a historically under-funded middle school, we are particularly hampered by the recent and continuing budget cuts. As a school that has always met our AYP's, we do not benefit from the additional state funds for SINI and SURR schools. Although our student population is similar to that of many struggling schools, our success on our progress report and our low incident rate prevents us from receiving additional discretionary funding such as the Middle School Initiative Allocations. The inequity of funding compared with similar schools means we must do more with less.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To improve student performance in literacy as indicated in the New York State ELA exam. Using Acuity and ARIS, teacher generated assessments, and DRA assessments as tools we will increase literacy abilities of students in the 6th through 8th grade which will be evidenced by a 2 to 4 percent growth in levels 3 and 4 of the state tests.	<input type="checkbox"/> To increase literacy abilities of students in the 6th through 8th grade by a 2 to 4 percent growth in levels 3 and 4 of the state test.
<input type="checkbox"/> To improve student performance in mathematics as indicated in the New York State math exam. On state mathematics tests students will be able to communicate in more formal mathematical ways using conventional mathematics terminology and will be able to write well constructed mathematical arguments using formal vocabulary. This will be demonstrated by a 2 to 4 percent increase in levels 3 and 4.	<input type="checkbox"/> On state mathematics tests students will demonstrate a 2 to 4 percent increase in levels 3 and 4.
<input type="checkbox"/> Parental participation in school activities and leadership will increase by 5%	<input type="checkbox"/> Parental participation in school activities and leadership will increase by 5%
<input type="checkbox"/> To provide social, emotional, and academic guidance for students so that they can reflect and learn appropriate social behavior which can be applied in a variety of situations as measured by conducting student surveys and getting student feedback for data analysis.	<input type="checkbox"/> To provide emotional and academic guidance for students so that they can reflect and learn appropriate behavior which can be applied in a variety of situations.
<input type="checkbox"/> <input type="checkbox"/> To further develop student-centered classrooms where students are expected to become self directed and independent learners who routinely self-assess, articulate their learning strengths and needs and identify evidence of meeting their personal learning goals.	<input type="checkbox"/> To further develop student-centered classrooms.
<input type="checkbox"/> <input type="checkbox"/> To increase science abilities of students in 8th grade which will be evidenced by a 2 to 4 percent growth in levels 3 and 4 on the state test.	<input type="checkbox"/> To increase science abilities of students in 8th grade which will be evidenced by a 2 to 4 percent growth in levels 3 and 4 on the state

	test.
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SECTION VI: ACTION PLAN

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

Subject Area

Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To improve student performance in literacy as indicated in the New York State ELA exam.</p> <p>Using Acuity and ARIS, teacher generated assessments, and DRA assessments as tools we will increase literacy abilities of students in the 6th through 8th grade which will be evidenced by a 2 to 4 percent growth in levels 3 and 4 of the state tests.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> ELA teachers are receiving ongoing professional development in analyzing Acuity, DRAs, ITT tools, ARIS, Schools Attuned constructs and other assessments to create meaningful guided reading and writing groups and to target specific needs of students.</p> <p>ELA teachers are using Common Core Standards to analyze student work and determine student needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Use of funds including: Title 1 (Basic) Funds and Title 1 (ARRA) Funds for the following: Ongoing training by support staff. Professional library of materials, Per session for after school PD training sessions</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Documentation of teacher “Professional Day” usage, utilization of assessment tools and modifications based on student needs will be shared online. 2. Student work over time, pre-post test samples, teacher observations and conference notes will demonstrate improved writing and reading skills for enrichment and AIS students. 3. Team and Literacy Leader agendas, online curriculum and benchmark planners and ongoing student assessments will provide evidence of assessment informing instruction. 4. Observation of classroom instruction that uses assessments to differentiate, to group students purposefully and to increase rigor based on Common Core Standards.
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Subject Area
 (where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To improve student performance in mathematics as indicated in the New York State math exam.</p> <p>On state mathematics tests students will be able to communicate in more formal mathematical ways using conventional mathematics terminology and will be able to write well constructed mathematical arguments using formal vocabulary. This will be demonstrated by a 2 to 4 percent increase in levels 3 and 4.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> This year as a school we will focus on academic rigor and vocabulary building as tools in mathematics. We will provide all students with the opportunity to discuss and write their thinking. We will immerse the students in a series of tasks that will lend themselves to discussion and writing. Math teachers will pay explicit attention to planning around open ended questions that can provide students with opportunities for reflection in mathematics. Professional development in the areas of math communication and academic rigor will be a priority for the school</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Use of funds including: GE Grant, Title 1 (Basic) funds and Title 1 (ARRA) Funds for the following: On going training by support staff, professional library of materials, per session for after school PD training sessions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Documentation of teacher “Professional Day” usage, utilization of assessment tools and modifications based on student needs will be shared online. 2. Student work, pre-post test samples, Acuity results, student self-assessments and teacher observations will demonstrate improved skills for students. 3. Math Team agendas, online curriculum planning, and targeted student assessments will provide evidence of teachers’ use of assessments to inform instruction. 4. Observation of classroom instruction will show an increased use of assessments to differentiate and group students purposefully. 5. Student work and discussions during targeted small group instruction led by the enrichment and AIS teacher will demonstrate student growth in understanding math concepts. 6. Performance tasks, open ended questions and math projects will show evidence of students’ use of mathematical terminology, strategies and ability to write mathematical arguments using formal mathematical language. 7. Student engagement and differentiation of math activities will increase through the use of technology.

Subject Area
 (where relevant) :

Parent Leadership

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Parental participation in school activities and leadership will increase by 5%</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Our parent coordinator and guidance counselor will organize throughout the year joint meetings/workshops around teen and parenting issues and are actively seeking parent attendance. Part of the focus will be on getting parent school volunteers. They will also organize opportunities for the families to participate in school activities such as: pot luck dinners, annual Thanksgiving toast, curriculum evenings, parent conferences and portfolio reviews. School/parent communication will be provided through: the Principal's newsletter, the parent coordinator's newsletters/flyers, the school progress reports, and teacher outreach.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Use of funds including: GE Grant, Title 1 ARRA and Title 1 SWAP for the following: maintenance of our school website to increase communication with hparents, and provide resources, programs for parent workshops, per session funds for teacher led after school academic workshops, funds for refreshments at family events and parent meetings.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Increase parental attendance and participation at school/community functions throughout the year. There will be a visible parental presence in the school throughout the year.</p>

Subject Area
(where relevant) :

Guidance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To provide social, emotional, and academic guidance for students so that they can reflect and learn appropriate social behavior which can be applied in a variety of situations as measured by conducting student surveys and getting student feedback for data analysis.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>The guidance counselor will: conduct small group mediation sessions with students so that they may learn techniques and strategies for dealing with conflict. Set up advisory classes and "Teens in Action" Week, provide high school articulation which includes former alumni returning to support middle school student articulation, offer opportunities for students to discuss their own issues and concerns as well as to engage in team building activities.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Use of funds including: Children's First Network Support, Title 1 SWAP, FSF and IDEA mandated Counseling for 1.5 guidance counselors for mandated and at risk counseling, high school articulation and college awareness workshops.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Improved social interactions among students and between staff and students. Individual student needs are identified and addressed by staff. Student needs are coordinated with appropriate resources.</p> </div>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/>To further develop student-centered classrooms where students are expected to become self directed and independent learners who routinely self-assess, articulate their learning strengths and needs and identify evidence of meeting their personal learning goals.</p>
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<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Use of funds including: FSF, GE Grant, and Title 1 (ARRA) Funds, for the following: ongoing training by support staff, Observations, Professional library of materials, Per Session for after school PD Training sessions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Hands on work in classroom using exploration Science immersion week Observations and discussions with students.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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	20	15			22			
7	20	20						
8	20	15						
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Our AIS students receive small class instruction with a focus on individually based assessments and remediation.
Mathematics:	<input type="checkbox"/> AIS students receive small group instruction with a focus on individually based assessments and remediation. Additionally, students are placed in flexible groupings to ensure that they receive necessary instruction to succeed academically.
Science:	<input type="checkbox"/>
Social Studies:	<input type="checkbox"/>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Small group and individual counseling
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/>
At-risk Health-related Services:	<input type="checkbox"/>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6-8

Number of Students to be Served:

LEP na

Non-LEP na

Number of Teachers na

Other Staff (Specify) na

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

na

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.

na

Section III. Title III Budget

-

School: M.S. 250

BEDS Code: 310300010250

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) - Per session - Per diem	na	<input type="checkbox"/> na
Purchased services - High quality staff and curriculum development contracts	na	<input type="checkbox"/> na

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	na	<input type="checkbox"/> na
Educational Software (Object Code 199)	na	<input type="checkbox"/> na
Travel	na	<input type="checkbox"/> na
Other	na	<input type="checkbox"/> na
TOTAL	0	

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.

All parents receive a home language survey to determine specific language needs and identify how the school can best communicate with the parent. Parent/student surveys and interviews are used to determine parental needs. DOE translation services are used to provide translation of school information and translators for meetings.

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.

The staff, PTA and SLT members were informed in writing as to which students and their families require translation services. The larger community receives material in both Spanish and English and therefore is aware of the significance of Spanish speaking families. All meetings, and presentations are hosted by both Spanish and English. Other families are contacted individually. Additionally, parents are asked to complete surveys that indicate their language needs.

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.

To ensure that all parents receive school information the parent coordinator has DOE translators provide written translations of documents specifically in Spanish. Materials that need to be translated are provided by in-house school staff and DOE translations services. Parents receive the newsletters and memos in Spanish and are provided with translators when they need to speak with the school.

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.

At all events the school will provide translators from the DOE's translation service department for one to one parent conferences, workshops, report card conferences and phone meetings.

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 uses the DOE translations services and translators to provide the required interpretive services. The school provides:

- Surveys to determine parents' communication needs/home language
- Bill of Rights/Responsibilities in appropriate languages for parents
- Language assistance to parents as requested
- Regular translation of documents
- Translators for school meetings/functions
- School orientations to invite parents to become school partners. At these orientations translators are used.

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 2010-11:	113513	55078	168591
2. Enter the anticipated 1% set-aside for Parent Involvement:	1135		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5676	*	
4. Enter the anticipated 10% set-aside for Professional Development:	11351	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

NA

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

1. West Side Collaborative will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

Parent workshops on state exams and standards
Parent workshops on high school articulation
Parent workshop on teen issues
Teacher family conferences
Student portfolio reviews with parent participants
Pot luck dinners

2. West Side Collaborative will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

Parent workshops on state exams and standards

3. West Side Collaborative will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

Use of parent coordinator and guidance counselor to conduct workshops for parents

4. West Side Collaborative will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- The parent coordinator will create and conduct parent surveys that will be used to address needs and evaluate program effectiveness.
5. West Side Collaborative will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

The Parent coordinator and guidance counselor will facilitate:

Parent workshops on state exams and standards

Parents will receive interim progress reports twice a year in addition to regular report cards

Parent workshop on teen issues

Teacher family conferences

Student portfolio reviews with parent participants

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.

School Responsibilities

West Side Collaborative will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A 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.

□

The process of becoming a reflective young adult is nurtured by carefully planned school-wide systems that start in our 6th grade and expand over three years, culminating in a community of young adults who are growing in self-confidence and are prepared for the challenges of high school.

Teams discuss individual students, design curriculum, share instructional strategies, raise questions about their effectiveness in relation to their goals and assess student work. Each grade team has autonomy within the larger context of the school community but adheres to the philosophy and decisions agreed upon by the full staff. The teams come together to coordinate curriculum across grades, define school wide expectations, share best practices and create assessment tools, portfolios, community-building experiences and other school policies. This balance of grade teams, subject teams, advisory teams, support staff teams and full staff demands a professional culture that values honest communication with colleagues. This provides for a dynamic professional climate that taps into the talents and strengths of each individual and aims to create a whole that builds on the best of each member. Our strong sense of professional community, one that aspires to continually improve in our efforts to nurture our students, takes a real commitment on the part of the adults to see themselves as learners as well as teachers and coaches.

Some of our most significant accomplishments over the last few years include our integration of technology into the life of our school, an evolving portfolio system and a continuing ability to meet our AYP's for each group of students, which resulted in recognition as a "Closing the Achievement Gap" School and our receiving an "A" on the new DOE Progress Report for four years. Our sixth grade students and parents are part of New York City Connected Learning. This broadband initiative allows the school to design curriculum that will extend classroom learning at home and provide teachers with professional development opportunities that will enrich classroom instruction through the skillful use of technology. As part of Connected Learning students will receive computer and internet access at home.

We are also developing systems for teachers to share their professional materials and respond to students' on-going work through the use of the technology. We continue to support teachers with Acuity, ARIS and other online assessment tools. Our embrace of the importance of technology in the lives of our students is changing the look of our projects and helping us engage our students in multiple ways. We have also been selected to be part of the IZone time and staffing project.

Currently our students build portfolios using the ELA Standards and Math Standards as their guides. These two standards Portfolios include entry slips that ask the student to identify the standard met and reflect on the piece. Students collect their work during the year and use these portfolios as a filing and filtering system for their final WSC Process Portfolios. The WSC Portfolio includes categories that are not subject specific but ask students to select pieces based on process and thinking. The portfolios are shared at the end of the year during portfolio presentations that include other students, various teachers and parents who are available and are integral to promotion to the next grade.

Although our standardized test scores fluctuate year to year, we have still been able to meet our AYP's and begin to close the achievement gap. Much of our work has resulted in increased student self-assessment and commitment to the learning process. Our students feel their voices are valued and that there is always an adult available to support them in their growth. Schools Attuned tools are used to help identify students' strengths and weaknesses in order to differentiate and personalize instruction. The constructs are being used to help students become reflective and self aware learners who can set goals and use strategies effectively.

The most intractable problem we face is a lack of physical space. We lack space for specialized classrooms, appropriate workspace for staff, and facilities for storage of equipment, books and files. Our staff has made a decision to use all available rooms (nine regular classrooms and two small tutoring spaces) for children. This leaves one small half room to be used as the school office, staffroom, parent room and professional space. This makes it challenging to do the day-to-day work of a school and use our professional time as efficiently as we could. Teachers meet at tables in the hall. The administrative/support staff have no dedicated private areas to work or store materials. Without appropriate space, our music, performance, art and science lab classes are limited in their scope.

It also means that many of our children and families who require support in dealing with social and emotional issues need to locate resources outside our school community area, which we are less familiar with. Finally, as a historically under-funded middle school, we are particularly hampered by the recent and continuing budget cuts. As a school that has always met our AYP's, we do not benefit from the additional state funds for SINI and SURR schools. Although our student population is similar to that of many struggling schools, our success on our progress report and our low incident rate prevents us from receiving additional discretionary funding such as the Middle School Initiative Allocations. The inequity of funding compared with similar schools means we must do more with less.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Reduced class sizes in literacy and math.

Grade team/subject team meetings with a focus on student work and needs that drive instruction

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

West Side Collaborative uses a hands on workshop model that increases the quality and amount of learning time. Teachers confer with students to support them as they explore topics.

o Help provide an enriched and accelerated curriculum.

Teachers at West Side Collaborative meet to plan curriculum that not only supports students but enriches the learning experience through the use of various mediums including technology and literature.

o Meet the educational needs of historically underserved populations.

West Side Collaborative will provide small group AIS instruction that targets students' needs.

- o 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.
 - West Side Collaborative Provides AIS services and enrichment services to students to challenge students and meet their needs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Hirer licensed subject area teachers as vacancies arise.

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.

During weekly after school staff meetings.

- During grade team meetings.
- During subject meetings.
- Coaching sessions with teachers in math/literacy.
- Technology professional development with technology coach.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Attend job fairs.

- Reach out to universities and colleges

6. Strategies to increase parental involvement through means such as family literacy services.

Parent workshops on state exams and standards

Parent workshops on high school articulation

Parent workshop on teen issues

Teacher family conferences

Student portfolio reviews with parent participants

Pot luck dinners

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.

NA

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.

Teacher led professional developments in creating and using assessments

Professional development in Principles of Learning/Schools Attuned

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.

Academic Intervention Services

Our AIS students were targeted for small group instruction and received support with academic areas. These were the level one and low level two students. The students were given test prep materials to help reinforce skills. Repeated lunch meetings were held with many of these students to support them in the process. In addition, DRA and other assessments were done for the AIS students and the information was shared with their teachers to help focus on specific areas of weakness. Individual conferences were held with these students where they given support with weaknesses but the students were also given their areas of strength. For example, when students used strategies that "good readers use" these strategies were identified and the students were asked to continue using them.

In general, most of the AIS students needed support with fluency in reading, critical analysis, writing and punctuation and setting realistic goals for themselves. Most did not spend enough time reading outside of the classroom. Many were self correcting and rereading for meaning though students did not use longer word phrases so the reading was choppy which could interfere with comprehension.

These students need continued support to maintain the gains they have made

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.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (<i>I.e., Federal, State, or Local</i>)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

NA

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

1

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

For students in Temporary Housing the school provides:

Counseling Services

Family Outreach

Referrals to Community Based Organizations

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_03M250_110110-155249.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 101	District 02	School Number 250	School Name West Side Collaborat
Principal Jeanne Rotunda		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Fran Muzykant, AIS		Guidance Counselor Joanna Cortez	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Tracy McClaire	
Related Service Provider Allison Carrozzi		Other	
Network Leader Courtney Dowd		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	193	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	10.36%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the native language (if other than English). The ELL Coordinator conducts the initial screening and administers the HLIS. When necessary, the translation services of in-house staff members fluent in the home language have been utilized. In other instances, the coordinator contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

If the responses indicate that a student may be an ELL, the coordinator administers the LAB- R, a test used to determine initial entitlement. The ELL Coordinator contacts Marie Busiello, the borough Assessment Implementation Director, to request testing materials. The LAB-R is administered within ten days of student enrollment. Within the first ten days of school or within the first ten days of enrollment in the NYC public school system, the ELL Coordinator and the Parent Coordinator set up a meeting for those parents whose children have scored below proficiency on the LAB- R.

2- 4. A critical component of Children First reforms is program placement of ELLs. A letter is sent home and a phone call made to ensure that parents are aware of this meeting and to inform them that while program placement is determined by both parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

At the meeting, the three program choices are explained: Dual Language, Free- Standing English as a Second Language, and Transitional Bilingual Education. Parents watch a DVD on these choices presented in their home language and fill out a Parent Survey and Program Selection form at the conclusion of the presentation. These forms are collected by the ELL Coordinator and kept on file in the main office. For low- incidence languages, interpreters are hired. If there are fifteen students in contiguous grades who speak the same language and whose parents want a transitional bilingual education program, it will be formed. The coordinator informs the parents that at the present time, WSC has a Freestanding English as a Second Language Program. Parents are told that they have the legal right to transfer their children to a school with the program of their choice as long as there is available space at that school. At the beginning of the school year, the coordinator also checks the RLAT report on ATS. This report identifies the students in the school who are ELLs based on their LAB- R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non- Entitlement and Non Entitlement/ Transitional letters are sent to the parents in English and in the home language. In addition, the coordinator reviews the RYOS report on ATS. This report lists X coded students: Students whose disabilities are served per their IEPs and who must take the NYSESLAT as per the No Child Left Behind Act.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking section is administered individually. The other sections are administered in the following order: listening, reading and then writing. The ELL Coordinator schedules the students to be tested by grade during the two week test administration period and ensures that the proper accommodations are in place. During the summer, the results of the NYESLAT are posted on ATS and students are classified as Beginner, Intermediate or Advanced level. This level determines the number of weekly hours of instruction to which ELLs are entitled. West Side Collaborative is a small school serving a diverse population of students in grades 6- 8, including ELLs. The school follows the Children's First initiative using a balanced approach to education that builds educational excellence.

5. Students identified as needing ESL services receive support through a Free- Standing English as a Second Language Program, which has been the unilateral program of choice designated on the Program Selection forms. Students receive the required number of units of instruction (based on CR Part 154) as determined by LAB-R and NYSELSAT scores and teacher input. This ensures that students get the services and support they need to achieve academic success. The goals of the ESL program are to provide academic instruction using language- learning strategies, support students' instructional comprehension with native language, incorporate ELL strategic instruction in curriculum areas to deepen comprehension, and help students meet or exceed city standards. To achieve these goals, a licensed ELL Coordinator works both with students and collaboratively with ELA teachers to ensure that students receive the best instruction possible.

6. In the event that the program model offered at our school does not align with parent requests, parents will be informed that they have the legal right to transfer their children to schools offering the programs of their choice (provided that there is available space at that school).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							0	1	0					1
Push-In							6	7	6					19
Total	0	0	0	0	0	0	6	8	6	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)		Special Education	15
SIFE	1	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	7	6					18
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													9	9
TOTAL	0	0	0	0	0	0	6	8	6	0	0	0	9	29

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. The organizational models followed at West Side Collaborative are a combination of push- ins and pull- outs from both General and CTT classes. Blocked classes are comprised of students of mixed proficiency levels. To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher meets with grade team teachers to develop a schedule that accommodates the mandated minutes. Per CR Part 154, Beginning ESL students receive 360 minutes of ESL instruction per week; Intermediate students receive 360 minutes of ESL instruction per week; and Advanced students receive 180 minutes of ESL instruction per week.

2. In order to best serve our ESL students while maintaining appropriate relevancy to the content areas, the ESL teacher meets with grade team teachers to develop a comprehensive curriculum which both addresses the content being covered in class as well as adapts and modifies content when necessary. As WSC provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English. A small number of CTT students receive additional services with a bilingual English- Spanish paraprofessional.

3. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

In Social Studies, ELL students are assigned projects that help them develop a hands-on understanding of the time periods studied. Students are able to work in small groups, encouraging both team- building and a solid understanding of key concepts. As students work, teachers offer guidance and help them increase understanding through the use of conferring and multi- media tools such as video- streaming and Google Docs. Students are able to make autonomous decisions about their learning, freely choosing to focus upon particular sub- groups throughout history for special and individualized projects.

Science is currently offered two times per week at 95 minutes per period (190 weekly minutes). Instruction is delivered in a setting which enables students to be both inquisitive and kinesthetic learners. Students are introduced to scientific concepts and exploration while applying English language usage to lab report- writing and the promotion of content- specific language and vocabulary. All students are responsible for active participation in investigatory science explorations as guided by the classroom teacher. Students work towards acquiring the appropriate knowledge of scientific concepts and methodology, as well as independent and self- directed production of content- relevant work.

4. Differentiated instruction is acknowledged amongst all ELL subgroups. To ensure learner success, each student is assessed by the ELL Coordinator and team teachers, and his or her needs are identified. Teachers work in small groups with these students to provide the necessary instruction for meaningful, autonomous learning. Our staff is trained in using differentiation strategies and tools to support students at the various levels.

4-a. In conjunction with the classroom teachers, the ELL Coordinator works to establish a foundational understanding of the SIFE student's L1 literacy (as well as level of proficiency in the target language). Each SIFE student is delivered a curriculum developed by the student's teachers and parents. Instructional plans are developed on a case by case basis, with the student receiving a combination of push- in and pull- out services from the ELL Coordinator and the other necessary support staff. Educational plans for SIFE students are highly individualized and are created with consideration to the academic and emotional needs of the students.

4-b. Newcomers receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. Per CR Part 154, students receive the mandated number of support units as determined by their LAB- R/ NYSESLATE scores. They are assessed through both informal and formal assessments in- school, as well as periodically through borough assessments for ELLs. Newcomers are able to enhance their skills through a comprehensive ELA/ ESL program which strives for inclusion as well as seeks to improve cultural awareness.

4-c. For ELLs receiving services 4 to 6 years, a greater focus is placed on developing cognitive academic language proficiency. Per CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. ELLs receiving services 4 to 6 years are assessed through both informal and formal assessment in- school, as well as periodically through borough assessments for ELLs. They are able to enhance their skills through a comprehensive ELA/ ESL program which strives for inclusion as well as seeks to improve cultural awareness.

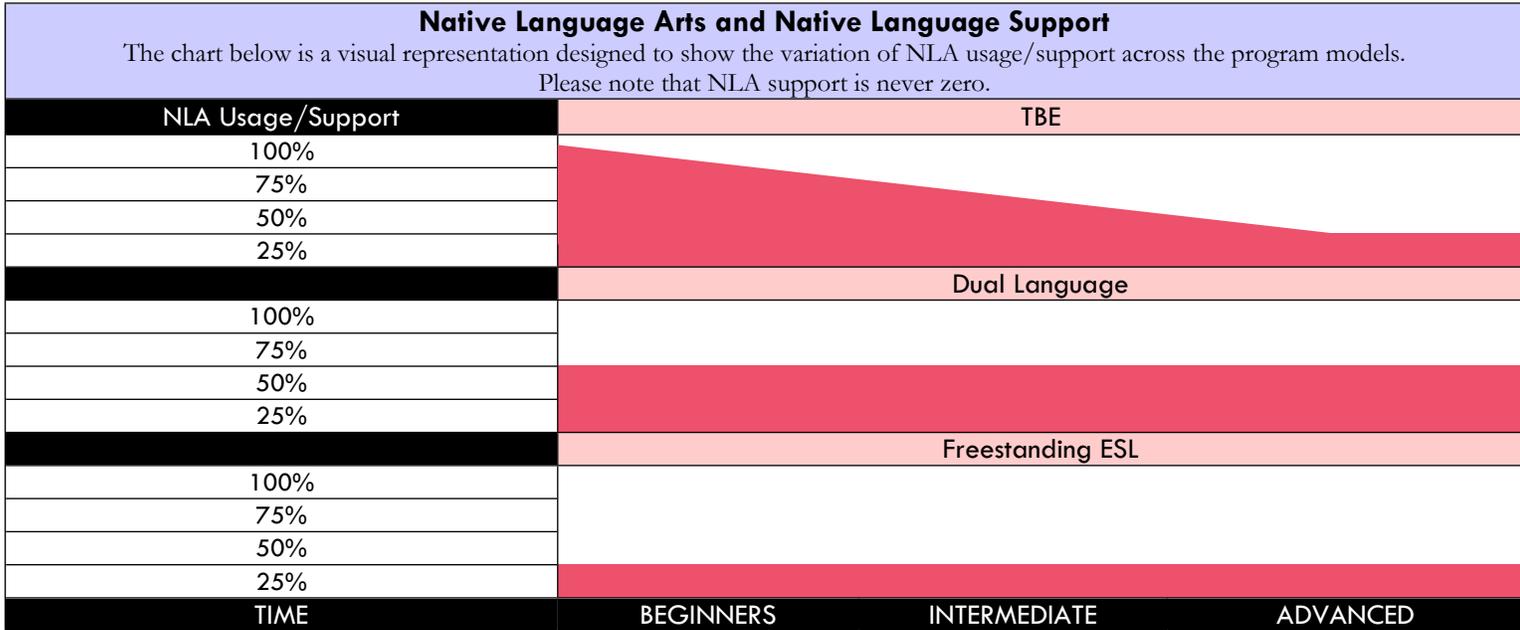
4-d. The instructional goals for Long- Term ELLs are to both enhance mastery of the English language as well as provide students with the guidance to become autonomous speakers of the target language. Per CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. Long- Term ELLs are assessed through both informal and formal assessment in- school, as well as periodically through borough assessment for ELLs. Additionally, West Side Collaborative provides interventions for students being designated at- risk. Throughout the day, support services in ELA and ESL instruction are provided through a comprehensive push- in/ pull- out model. At- risk students receive 1:1 services with the ESL teacher, who reinforces literacy through a variety of programs such as Wilson Reading and writer's workshops. The ESL teacher also pushes into Humanities blocks, offering the students support and skills for reading comprehension and writing. A variety of materials including leveled books in both fiction and non- fiction genres are available in the classroom library. Students are given both whole- class as well as individual "Just Right" books to read. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing. Through the use of targeted mini- lessons and conferring with both classroom teachers and the ESL teacher, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Through the use of Google Docs, word processors, Power Point presentations and videos, students build their literacy skills

4-e. The ESL and CTT teachers meet to plan lessons and identify specific strategies to be used to support the development of the necessary skills for students with special needs. Students receive the mandated number of support units as determined by their NYSESLAT scores. All ELLs identified as having special needs are served per their IEPs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi-media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

In math, formal and informal assessments are used to determine ELL students' specific needs. These needs are then addressed through targeted interventions such as push- ins and pull- outs with the math coaches and ELL Coordinator. In addition, students are compelled to reflect upon their own needs as learners. Teachers use students' insights to support their learning and integrate multiple intelligences. The ELL Coordinator works with the classroom teachers to ensure that students understand and master state content.

6. Continuing transitional support is offered for ELLs who have reached proficiency on the NYSESLAT. Our school offers a highly- developed, comprehensive ELA program which affords all students the opportunity to continuously develop reading and writing skills while exploring different genres of literature and diversified styles of writing.

7. This year we were able to fund additional ESL services, providing extra support for our students.

8. No programs will be discontinued.

9. ELL students are offered equal access to all school programs. They also receive ESL services from a licensed ESL teacher and are targeted for small group instruction that supports their learning.

10. Technology and multi- media is used in various modalities to enhance teaching. A school- wide online supportive website is used to help students understand math concepts. Power Speak, an online language program, is used to build understanding of language. Schools Attuned assessments help ELL students understand their strengths and assist students in meeting challenges. Formal and informal assessments are used to identify ELL students' needs and in consultation with the ESL teacher, classroom teachers confer with ESL students about these needs to support growth. Academic intervention services are offered and students are programmed for small group instruction to support their learning.

11. As WSC provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English. A small number of CTT students receive additional services with a bilingual English- Spanish paraprofessional.

12. All required services support and resources correspond to ELLs' ages and grade levels.

13. All new students are given a welcome orientation to the school. ELLs are paired up with buddies to help them acclimate to life at WSC as well as life in New York. Teacher- student communication is open and consistent; we believe in demonstrating passion for learning and compassion for our students.

14. Power Speak, an online language program, is offered in five different languages. All WSC students are afforded the opportunity to use the program during the school day, in after- school, and at home.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. West Side Collaborative currently has one licensed ESL teacher, who attends monthly Network meetings for ELL Liaisons. Whole- staff PD is encouraged through attendance at professional development workshops presented by Columbia University Teacher's College. The ESL teacher also provides 1:1 feedback and conferencing with all grade level team teachers and administrative support.
2. The student body at West Side Collaborative encompasses a diverse population ranging from grades 6- 8. All students are assisted in making smooth grade- level transitions through the support of the grade- level teams, as well as the entire school community. West Side Collaborative strives to provide our students with a safe, inclusive environment which promotes the social, emotional and academic growth of our students.
3. All staff are required to attend various professional development workshops in ESL. In addition, the ESL teacher provides 1:1 feedback and support for all grade level teachers.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. There is an orientation for incoming parents facilitated in English and Spanish. WSC has a PA that runs workshops on adolescent development and academic success throughout the year. The school hosts parent walks where parents get a glimpse of what their child experiences in a classroom setting; parents are invited to volunteer. We distribute monthly newsletters which are translated for our bilingual families to keep them informed about events at WSC. Our automated calling system translates messages. High school articulation workshops provide an opportunity for parents to prepare for the application process and translation services are available. Flyers are sent out in multiple languages
2. Yes, and all of our partnerships reach out to the full demographic represented in our school. Specific efforts are made to make ELL families aware of these resources.
3. We survey parents and use various DOE generated tools to identify needs of students and families.
4. Our activities are designed to address needs expressed by parents, and to educate parents about academic issues as well as social emotional development.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1	0					2
Intermediate(I)							0	0	3					3
Advanced (A)							5	7	3					15
Total	0	0	0	0	0	0	6	8	6	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1						
	I									3				
	A							5	6	3				
	P													
READING/ WRITING	B							1						
	I									3				
	A							5	6	3				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	3	2	0	6
7	2	5	0	0	7
8	0	5	1	0	6
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	1		2		3		0		6
7	0		6		1		0		7
8	1		3		2		0		6
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- WSC uses the Diagnostic Reading Assessments along with informal assessments and classroom observation to assess the specific needs of ELL students.
- A few of our students regressed in levels; this may be indicative of a writing issue.
- WSC plans instruction based upon students' needs.
- 4a. For students residing in this country for more than a year, ELA must be administered in English. All students opted to take the math test in English. We do not do native language testing. We are not a bilingual program; we are a freestanding ESL program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 250 West Side Collaborative Middle School					
District:	3	DBN:	03M250	School		310300010250

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.1	94.0	94.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	62	65	65				
Grade 7	64	62	63				
Grade 8	62	58	59				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	188	185	187				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.9	95.7	99.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	67.7	74.5	74.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	5	2

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	8	6	4
# in Collaborative Team Teaching (CTT) Classes	35	37	42	Superintendent Suspensions	0	0	0
Number all others	14	20	14				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	6	17	TBD	Number of Teachers	18	19	18
# ELLs with IEPs	6	15	TBD	Number of Administrators and Other Professionals	5	5	3

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	3	% fully licensed & permanently assigned to this school	94.4	100.0	94.7
				% more than 2 years teaching in this school	55.6	57.9	61.1
				% more than 5 years teaching anywhere	55.6	57.9	55.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	74.0	83.3
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	89.8
Black or African American	27.7	27.0	30.5				
Hispanic or Latino	62.8	62.7	62.6				
Asian or Native Hawaiian/Other Pacific	2.7	1.6	1.6				
White	6.4	7.6	5.3				
Male	40.4	40.0	43.9				
Female	59.6	60.0	56.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	71.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	15	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

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

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

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



M.S. 250 WEST SIDE COLLABORATIVE MIDDLE SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: M.S. 250 WEST SIDE COLLABORATIVE MIDDLE SCHOOL

ADDRESS: 735 WEST END AVENUE

TELEPHONE: 212-866-6313

FAX: 212-678-5295

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.*

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310300010250 **SCHOOL NAME:** M.S. 250 West Side Collaborative Middle School

SCHOOL ADDRESS: 735 WEST END AVENUE, MANHATTAN, NY, 10025

SCHOOL TELEPHONE: 212-866-6313 **FAX:** 212-678-5295

SCHOOL CONTACT PERSON: JEANNE ROTUNDA **EMAIL ADDRESS** JRotund@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lorraine Pierre

PRINCIPAL: JEANNE ROTUNDA

UFT CHAPTER LEADER: Steve Schiff

PARENTS' ASSOCIATION PRESIDENT: Jeanne Myers

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: MARINA VOLANAKIS/SANDA BALABAN/Maria Broughton

SUPERINTENDENT: Sara (IA)Carvajal

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jeanne Rotunda	Principal	Electronic Signature Approved.
Francine Muzykant	UFT Member	
Lorraine Pierre	UFT Member	
Jeanne Myers	PA/PTA President or Designated Co-President	
Warren Mansfield	Parent	
Keisha Warren	Parent	

* 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.

West Side Collaborative Middle School is a small public school of choice with approximately 200 students in grades six through eight. The school is located on the third floor of P.S. 75, which is on the corner of West End Avenue and 96th Street. The school serves an ethnically diverse student population.

The school has been under the same leadership, with many of the same teachers, for fourteen years. As a community that cares deeply about our work with children we are extremely proud of our "Well Developed" ratings and Progress Report score of "A" four years in a row from the Department of Education.

The heart of West Side Collaborative is its creative, intelligent and energetic staff. The teachers are reflective educators, who continually rethink practices to keep children's development central. Our staff has participated in many professional development opportunities in technology, math, literacy, the sciences and the arts. Together they have created a middle school experience that will challenge students to develop their innate curiosity and channel the energy of youth into the excitement of discovery!

We are the recipient of the following grants: GE Middle School Success, New York State Council on the Arts in partnership with New York City Opera, the Teach with O'Keeffe Grant through the Whitney Museum of American Art and New York City Connected Learning. West Side Collaborative is also part of the Math Pilot for reviewing the New Common Core Standards.

Through our individualized high school planning program that includes one-on-one academic counseling sessions and parent workshops graduates are accepted into many schools including: Beacon, NYC School, Bard, Millennium, LaGuardia, Manhattan Village Academy, Rice, St. Agnes, La Salle Academy, Cristo Rey, Mott Hall, Manhattan Hunter Science, Brooklyn Latin, East Side Community, High School of Economics and Finance.

Special features of the school include:

- Weekly Student Advisory Program and Grade and School Wide Community Meetings
- Standards Portfolios in Math, ELA
- Annual promotional portfolio presentations
- Enrichment book clubs for classic and higher level literature
- One-to-one laptops
- Robotics club
- Technology infused into all curriculum areas
- Two original opera productions with the support of artists-in-residence from the NYC Opera
- Tennis, soccer and basketball clubs
- Interdisciplinary projects
- Celebrations of student work through publishing parties, museum shares and publications

- Individualized student schedules
- Block scheduling
- Hands-on science lab experiences
- Arts such as percussion, film-making, art, video production and photography.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		M.S. 250 West Side Collaborative Middle School							
District:	3	DBN #:	03M250		School BEDS Code:				
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.1	94	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.9	95.72	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	61	62	65	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	68	64	62		67.7	76.8	74.5		
Grade 8	65	62	58						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	5	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	194	188	185	(As of October 31)	2007-08	2008-09	2009-10		
					0	3	0		
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-	0	0	0	Principal	8	6	TBD		

Contained Classes				Suspensions			
# in Collaborative Team Teaching (CTT) Classes	23	35	37	Superintendent Suspensions	0	0	TBD
Number all others	10	14	20				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	10	6	17	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	6	15	Number of Teachers	18	19	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			
					5	5	TBD
				Number of Educational Paraprofessionals			
					0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	94.4	100	TBD
				% more than 2 years teaching in this school	55.6	57.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	55.6	57.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	72	74	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	28.9	27.7	27				
Hispanic or	58.8	62.8	62.7				

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Latino			
Asian or Native Hawaiian/Other Pacific Isl.	3.1	2.7	1.6
White	9.3	6.4	7.6
Multi-racial			
Male	39.7	40.4	40
Female	60.3	59.6	60

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR identification: Yes No

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

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					

Students with Disabilities	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	102.4	Quality Statement Scores:	
Category Scores:	Quality Statement 1: Gather Data		
School Environment (Comprises 15% of the Overall Score)	14.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	56.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

The process of becoming a reflective young adult is nurtured by carefully planned school-wide systems that start in our 6th grade and expand over three years, culminating in a community of young adults who are growing in self-confidence and are prepared for the challenges of high school.

Teams discuss individual students, design curriculum, share instructional strategies, raise questions about their effectiveness in relation to their goals and assess student work. Each grade team has autonomy within the larger context of the school community but adheres to the philosophy and decisions agreed upon by the full staff. The teams come together to coordinate curriculum across grades, define school wide expectations, share best practices and create assessment tools, portfolios, community-building experiences and other school policies. This balance of grade teams, subject teams, advisory teams, support staff teams and full staff demands a professional culture that values honest communication with colleagues. This provides for a dynamic professional climate that taps into the talents and strengths of each individual and aims to create a whole that builds on the best of each member. Our strong sense of professional community, one that aspires to continually improve in our efforts to nurture our students, takes a real commitment on the part of the adults to see themselves as learners as well as teachers and coaches.

Some of our most significant accomplishments over the last few years include our integration of technology into the life of our school, an evolving portfolio system and a continuing ability to meet our AYP's for each group of students, which resulted in recognition as a "Closing the Achievement Gap" School and our receiving an "A" on the new DOE Progress Report for four years. Our sixth grade students and parents are part of New York City Connected Learning. This broadband initiative allows the school to design curriculum that will extend classroom learning at home and provide teachers with professional development opportunities that will enrich classroom instruction through the skillful use of technology. As part of Connected Learning students will receive computer and internet access at home.

We are also developing systems for teachers to share their professional materials and respond to students' on-going work through the use of the technology. We continue to support teachers with Acuity, ARIS and other online assessment tools. Our embrace of the importance of technology in the lives of our students is changing the look of our projects and helping us engage our students in multiple ways. We have also been selected to be part of the IZone time and staffing project.

Currently our students build portfolios using the ELA Standards and Math Standards as their guides. These two standards Portfolios include entry slips that ask the student to identify the standard met and reflect on the piece. Students collect their work during the year and use these portfolios as a filing and filtering system for their final WSC Process Portfolios. The WSC Portfolio includes

categories that are not subject specific but ask students to select pieces based on process and thinking. The portfolios are shared at the end of the year during portfolio presentations that include other students, various teachers and parents who are available and are integral to promotion to the next grade.

Although our standardized test scores fluctuate year to year, we have still been able to meet our AYP's and begin to close the achievement gap. Much of our work has resulted in increased student self-assessment and commitment to the learning process. Our students feel their voices are valued and that there is always an adult available to support them in their growth. Schools Attuned tools are used to help identify students' strengths and weaknesses in order to differentiate and personalize instruction. The constructs are being used to help students become reflective and self aware learners who can set goals and use strategies effectively.

The most intractable problem we face is a lack of physical space. We lack space for specialized classrooms, appropriate workspace for staff, and facilities for storage of equipment, books and files. Our staff has made a decision to use all available rooms (nine regular classrooms and two small tutoring spaces) for children. This leaves one small half room to be used as the school office, staffroom, parent room and professional space. This makes it challenging to do the day-to-day work of a school and use our professional time as efficiently as we could. Teachers meet at tables in the hall. The administrative/support staff have no dedicated private areas to work or store materials. Without appropriate space, our music, performance, art and science lab classes are limited in their scope. It also means that many of our children and families who require support in dealing with social and emotional issues need to locate resources outside our school community area, which we are less familiar with.

Finally, as a historically under-funded middle school, we are particularly hampered by the recent and continuing budget cuts. As a school that has always met our AYP's, we do not benefit from the additional state funds for SINI and SURR schools. Although our student population is similar to that of many struggling schools, our success on our progress report and our low incident rate prevents us from receiving additional discretionary funding such as the Middle School Initiative Allocations. The inequity of funding compared with similar schools means we must do more with less.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To improve student performance in literacy as indicated in the New York State ELA exam. Using Acuity and ARIS, teacher generated assessments, and DRA assessments as tools we will increase literacy abilities of students in the 6th through 8th grade which will be evidenced by a 2 to 4 percent growth in levels 3 and 4 of the state tests.	<input type="checkbox"/> To increase literacy abilities of students in the 6th through 8th grade by a 2 to 4 percent growth in levels 3 and 4 of the state test.
<input type="checkbox"/> To improve student performance in mathematics as indicated in the New York State math exam. On state mathematics tests students will be able to communicate in more formal mathematical ways using conventional mathematics terminology and will be able to write well constructed mathematical arguments using formal vocabulary. This will be demonstrated by a 2 to 4 percent increase in levels 3 and 4.	<input type="checkbox"/> On state mathematics tests students will demonstrate a 2 to 4 percent increase in levels 3 and 4.
<input type="checkbox"/> Parental participation in school activities and leadership will increase by 5%	<input type="checkbox"/> Parental participation in school activities and leadership will increase by 5%
<input type="checkbox"/> To provide social, emotional, and academic guidance for students so that they can reflect and learn appropriate social behavior which can be applied in a variety of situations as measured by conducting student surveys and getting student feedback for data analysis.	<input type="checkbox"/> To provide emotional and academic guidance for students so that they can reflect and learn appropriate behavior which can be applied in a variety of situations.
<input type="checkbox"/> <input type="checkbox"/> To further develop student-centered classrooms where students are expected to become self directed and independent learners who routinely self-assess, articulate their learning strengths and needs and identify evidence of meeting their personal learning goals.	<input type="checkbox"/> To further develop student-centered classrooms.
<input type="checkbox"/> <input type="checkbox"/> To increase science abilities of students in 8th grade which will be evidenced by a 2 to 4 percent growth in levels 3 and 4 on the state test.	<input type="checkbox"/> To increase science abilities of students in 8th grade which will be evidenced by a 2 to 4 percent growth in levels 3 and 4 on the state

	test.
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SECTION VI: ACTION PLAN

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

Subject Area

Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To improve student performance in literacy as indicated in the New York State ELA exam.</p> <p>Using Acuity and ARIS, teacher generated assessments, and DRA assessments as tools we will increase literacy abilities of students in the 6th through 8th grade which will be evidenced by a 2 to 4 percent growth in levels 3 and 4 of the state tests.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> ELA teachers are receiving ongoing professional development in analyzing Acuity, DRAs, ITT tools, ARIS, Schools Attuned constructs and other assessments to create meaningful guided reading and writing groups and to target specific needs of students.</p> <p>ELA teachers are using Common Core Standards to analyze student work and determine student needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Use of funds including: Title 1 (Basic) Funds and Title 1 (ARRA) Funds for the following: Ongoing training by support staff. Professional library of materials, Per session for after school PD training sessions</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Documentation of teacher “Professional Day” usage, utilization of assessment tools and modifications based on student needs will be shared online. 2. Student work over time, pre-post test samples, teacher observations and conference notes will demonstrate improved writing and reading skills for enrichment and AIS students. 3. Team and Literacy Leader agendas, online curriculum and benchmark planners and ongoing student assessments will provide evidence of assessment informing instruction. 4. Observation of classroom instruction that uses assessments to differentiate, to group students purposefully and to increase rigor based on Common Core Standards.
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Subject Area
 (where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To improve student performance in mathematics as indicated in the New York State math exam.</p> <p>On state mathematics tests students will be able to communicate in more formal mathematical ways using conventional mathematics terminology and will be able to write well constructed mathematical arguments using formal vocabulary. This will be demonstrated by a 2 to 4 percent increase in levels 3 and 4.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> This year as a school we will focus on academic rigor and vocabulary building as tools in mathematics. We will provide all students with the opportunity to discuss and write their thinking. We will immerse the students in a series of tasks that will lend themselves to discussion and writing. Math teachers will pay explicit attention to planning around open ended questions that can provide students with opportunities for reflection in mathematics. Professional development in the areas of math communication and academic rigor will be a priority for the school</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Use of funds including: GE Grant, Title 1 (Basic) funds and Title 1 (ARRA) Funds for the following: On going training by support staff, professional library of materials, per session for after school PD training sessions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Documentation of teacher “Professional Day” usage, utilization of assessment tools and modifications based on student needs will be shared online. 2. Student work, pre-post test samples, Acuity results, student self-assessments and teacher observations will demonstrate improved skills for students. 3. Math Team agendas, online curriculum planning, and targeted student assessments will provide evidence of teachers’ use of assessments to inform instruction. 4. Observation of classroom instruction will show an increased use of assessments to differentiate and group students purposefully. 5. Student work and discussions during targeted small group instruction led by the enrichment and AIS teacher will demonstrate student growth in understanding math concepts. 6. Performance tasks, open ended questions and math projects will show evidence of students’ use of mathematical terminology, strategies and ability to write mathematical arguments using formal mathematical language. 7. Student engagement and differentiation of math activities will increase through the use of technology.

Subject Area
 (where relevant) :

Parent Leadership

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Parental participation in school activities and leadership will increase by 5%</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Our parent coordinator and guidance counselor will organize throughout the year joint meetings/workshops around teen and parenting issues and are actively seeking parent attendance. Part of the focus will be on getting parent school volunteers. They will also organize opportunities for the families to participate in school activities such as: pot luck dinners, annual Thanksgiving toast, curriculum evenings, parent conferences and portfolio reviews. School/parent communication will be provided through: the Principal's newsletter, the parent coordinator's newsletters/flyers, the school progress reports, and teacher outreach.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Use of funds including: GE Grant, Title 1 ARRA and Title 1 SWAP for the following: maintenance of our school website to increase communication with hparents, and provide resources, programs for parent workshops, per session funds for teacher led after school academic workshops, funds for refreshments at family events and parent meetings.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Increase parental attendance and participation at school/community functions throughout the year. There will be a visible parental presence in the school throughout the year.</p>

Subject Area
(where relevant) :

Guidance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To provide social, emotional, and academic guidance for students so that they can reflect and learn appropriate social behavior which can be applied in a variety of situations as measured by conducting student surveys and getting student feedback for data analysis.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>The guidance counselor will: conduct small group mediation sessions with students so that they may learn techniques and strategies for dealing with conflict. Set up advisory classes and "Teens in Action" Week, provide high school articulation which includes former alumni returning to support middle school student articulation, offer opportunities for students to discuss their own issues and concerns as well as to engage in team building activities.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Use of funds including: Children's First Network Support, Title 1 SWAP, FSF and IDEA mandated Counseling for 1.5 guidance counselors for mandated and at risk counseling, high school articulation and college awareness workshops.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Improved social interactions among students and between staff and students. Individual student needs are identified and addressed by staff. Student needs are coordinated with appropriate resources.</p> </div>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/>To further develop student-centered classrooms where students are expected to become self directed and independent learners who routinely self-assess, articulate their learning strengths and needs and identify evidence of meeting their personal learning goals.</p>
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<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Use of funds including: FSF, GE Grant, and Title 1 (ARRA) Funds, for the following: ongoing training by support staff, Observations, Professional library of materials, Per Session for after school PD Training sessions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Hands on work in classroom using exploration Science immersion week Observations and discussions with students.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	20	15			22			
7	20	20						
8	20	15						
9								
10								
11								
12								

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

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

Part B. 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><input type="checkbox"/> Our AIS students receive small class instruction with a focus on individually based assessments and remediation.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> AIS students receive small group instruction with a focus on individually based assessments and remediation. Additionally, students are placed in flexible groupings to ensure that they receive necessary instruction to succeed academically.</p>
<p>Science:</p>	<p><input type="checkbox"/></p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Small group and individual counseling</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/></p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/></p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/></p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6-8

Number of Students to be Served:

LEP na

Non-LEP na

Number of Teachers na

Other Staff (Specify) na

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

na

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.

na

Section III. Title III Budget

-

School: M.S. 250

BEDS Code: 310300010250

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) - Per session - Per diem	na	<input type="checkbox"/> na
Purchased services - High quality staff and curriculum development contracts	na	<input type="checkbox"/> na

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	na	<input type="checkbox"/> na
Educational Software (Object Code 199)	na	<input type="checkbox"/> na
Travel	na	<input type="checkbox"/> na
Other	na	<input type="checkbox"/> na
TOTAL	0	

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.

All parents receive a home language survey to determine specific language needs and identify how the school can best communicate with the parent. Parent/student surveys and interviews are used to determine parental needs. DOE translation services are used to provide translation of school information and translators for meetings.

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.

The staff, PTA and SLT members were informed in writing as to which students and their families require translation services. The larger community receives material in both Spanish and English and therefore is aware of the significance of Spanish speaking families. All meetings, and presentations are hosted by both Spanish and English. Other families are contacted individually. Additionally, parents are asked to complete surveys that indicate their language needs.

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.

To ensure that all parents receive school information the parent coordinator has DOE translators provide written translations of documents specifically in Spanish. Materials that need to be translated are provided by in-house school staff and DOE translations services. Parents receive the newsletters and memos in Spanish and are provided with translators when they need to speak with the school.

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.

At all events the school will provide translators from the DOE's translation service department for one to one parent conferences, workshops, report card conferences and phone meetings.

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 uses the DOE translations services and translators to provide the required interpretive services. The school provides:

- Surveys to determine parents' communication needs/home language
- Bill of Rights/Responsibilities in appropriate languages for parents
- Language assistance to parents as requested
- Regular translation of documents
- Translators for school meetings/functions
- School orientations to invite parents to become school partners. At these orientations translators are used.

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 2010-11:	113513	55078	168591
2. Enter the anticipated 1% set-aside for Parent Involvement:	1135		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5676	*	
4. Enter the anticipated 10% set-aside for Professional Development:	11351	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

NA

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

1. West Side Collaborative will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

Parent workshops on state exams and standards
Parent workshops on high school articulation
Parent workshop on teen issues
Teacher family conferences
Student portfolio reviews with parent participants
Pot luck dinners

2. West Side Collaborative will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

Parent workshops on state exams and standards

3. West Side Collaborative will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

Use of parent coordinator and guidance counselor to conduct workshops for parents

4. West Side Collaborative will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- The parent coordinator will create and conduct parent surveys that will be used to address needs and evaluate program effectiveness.
5. West Side Collaborative will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

The Parent coordinator and guidance counselor will facilitate:

Parent workshops on state exams and standards

Parents will receive interim progress reports twice a year in addition to regular report cards

Parent workshop on teen issues

Teacher family conferences

Student portfolio reviews with parent participants

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.

School Responsibilities

West Side Collaborative will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A 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.

□

The process of becoming a reflective young adult is nurtured by carefully planned school-wide systems that start in our 6th grade and expand over three years, culminating in a community of young adults who are growing in self-confidence and are prepared for the challenges of high school.

Teams discuss individual students, design curriculum, share instructional strategies, raise questions about their effectiveness in relation to their goals and assess student work. Each grade team has autonomy within the larger context of the school community but adheres to the philosophy and decisions agreed upon by the full staff. The teams come together to coordinate curriculum across grades, define school wide expectations, share best practices and create assessment tools, portfolios, community-building experiences and other school policies. This balance of grade teams, subject teams, advisory teams, support staff teams and full staff demands a professional culture that values honest communication with colleagues. This provides for a dynamic professional climate that taps into the talents and strengths of each individual and aims to create a whole that builds on the best of each member. Our strong sense of professional community, one that aspires to continually improve in our efforts to nurture our students, takes a real commitment on the part of the adults to see themselves as learners as well as teachers and coaches.

Some of our most significant accomplishments over the last few years include our integration of technology into the life of our school, an evolving portfolio system and a continuing ability to meet our AYP's for each group of students, which resulted in recognition as a "Closing the Achievement Gap" School and our receiving an "A" on the new DOE Progress Report for four years. Our sixth grade students and parents are part of New York City Connected Learning. This broadband initiative allows the school to design curriculum that will extend classroom learning at home and provide teachers with professional development opportunities that will enrich classroom instruction through the skillful use of technology. As part of Connected Learning students will receive computer and internet access at home.

We are also developing systems for teachers to share their professional materials and respond to students' on-going work through the use of the technology. We continue to support teachers with Acuity, ARIS and other online assessment tools. Our embrace of the importance of technology in the lives of our students is changing the look of our projects and helping us engage our students in multiple ways. We have also been selected to be part of the IZone time and staffing project.

Currently our students build portfolios using the ELA Standards and Math Standards as their guides. These two standards Portfolios include entry slips that ask the student to identify the standard met and reflect on the piece. Students collect their work during the year and use these portfolios as a filing and filtering system for their final WSC Process Portfolios. The WSC Portfolio includes categories that are not subject specific but ask students to select pieces based on process and thinking. The portfolios are shared at the end of the year during portfolio presentations that include other students, various teachers and parents who are available and are integral to promotion to the next grade.

Although our standardized test scores fluctuate year to year, we have still been able to meet our AYP's and begin to close the achievement gap. Much of our work has resulted in increased student self-assessment and commitment to the learning process. Our students feel their voices are valued and that there is always an adult available to support them in their growth. Schools Attuned tools are used to help identify students' strengths and weaknesses in order to differentiate and personalize instruction. The constructs are being used to help students become reflective and self aware learners who can set goals and use strategies effectively.

The most intractable problem we face is a lack of physical space. We lack space for specialized classrooms, appropriate workspace for staff, and facilities for storage of equipment, books and files. Our staff has made a decision to use all available rooms (nine regular classrooms and two small tutoring spaces) for children. This leaves one small half room to be used as the school office, staffroom, parent room and professional space. This makes it challenging to do the day-to-day work of a school and use our professional time as efficiently as we could. Teachers meet at tables in the hall. The administrative/support staff have no dedicated private areas to work or store materials. Without appropriate space, our music, performance, art and science lab classes are limited in their scope.

It also means that many of our children and families who require support in dealing with social and emotional issues need to locate resources outside our school community area, which we are less familiar with. Finally, as a historically under-funded middle school, we are particularly hampered by the recent and continuing budget cuts. As a school that has always met our AYP's, we do not benefit from the additional state funds for SINI and SURR schools. Although our student population is similar to that of many struggling schools, our success on our progress report and our low incident rate prevents us from receiving additional discretionary funding such as the Middle School Initiative Allocations. The inequity of funding compared with similar schools means we must do more with less.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Reduced class sizes in literacy and math.

Grade team/subject team meetings with a focus on student work and needs that drive instruction

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

West Side Collaborative uses a hands on workshop model that increases the quality and amount of learning time. Teachers confer with students to support them as they explore topics.

o Help provide an enriched and accelerated curriculum.

Teachers at West Side Collaborative meet to plan curriculum that not only supports students but enriches the learning experience through the use of various mediums including technology and literature.

o Meet the educational needs of historically underserved populations.

West Side Collaborative will provide small group AIS instruction that targets students' needs.

- o 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.
 - West Side Collaborative Provides AIS services and enrichment services to students to challenge students and meet their needs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Hirer licensed subject area teachers as vacancies arise.

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.

During weekly after school staff meetings.

-During grade team meetings.

-During subject meetings.

-Coaching sessions with teachers in math/literacy.

-Technology professional development with technology coach.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Attend job fairs.

-Reach out to universities and colleges

6. Strategies to increase parental involvement through means such as family literacy services.

Parent workshops on state exams and standards

Parent workshops on high school articulation

Parent workshop on teen issues

Teacher family conferences

Student portfolio reviews with parent participants

Pot luck dinners

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.

NA

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.

Teacher led professional developments in creating and using assessments

Professional development in Principles of Learning/Schools Attuned

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.

Academic Intervention Services

Our AIS students were targeted for small group instruction and received support with academic areas. These were the level one and low level two students. The students were given test prep materials to help reinforce skills. Repeated lunch meetings were held with many of these students to support them in the process. In addition, DRA and other assessments were done for the AIS students and the information was shared with their teachers to help focus on specific areas of weakness. Individual conferences were held with these students where they given support with weaknesses but the students were also given their areas of strength. For example, when students used strategies that "good readers use" these strategies were identified and the students were asked to continue using them.

In general, most of the AIS students needed support with fluency in reading, critical analysis, writing and punctuation and setting realistic goals for themselves. Most did not spend enough time reading outside of the classroom. Many were self correcting and rereading for meaning though students did not use longer word phrases so the reading was choppy which could interfere with comprehension.

These students need continued support to maintain the gains they have made

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.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

1

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

For students in Temporary Housing the school provides:

Counseling Services

Family Outreach

Referrals to Community Based Organizations

Part B:

Part B - For Non-Title I Schools

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

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_03M250_110110-155249.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 101	District 02	School Number 250	School Name West Side Collaborat
Principal Jeanne Rotunda		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Fran Muzykant, AIS		Guidance Counselor Joanna Cortez	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Tracy McClaire	
Related Service Provider Allison Carrozzi		Other	
Network Leader Courtney Dowd		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	193	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	10.36%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the native language (if other than English). The ELL Coordinator conducts the initial screening and administers the HLIS. When necessary, the translation services of in-house staff members fluent in the home language have been utilized. In other instances, the coordinator contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

If the responses indicate that a student may be an ELL, the coordinator administers the LAB-R, a test used to determine initial entitlement. The ELL Coordinator contacts Marie Busiello, the borough Assessment Implementation Director, to request testing materials. The LAB-R is administered within ten days of student enrollment. Within the first ten days of school or within the first ten days of enrollment in the NYC public school system, the ELL Coordinator and the Parent Coordinator set up a meeting for those parents whose children have scored below proficiency on the LAB-R.

2- 4. A critical component of Children First reforms is program placement of ELLs. A letter is sent home and a phone call made to ensure that parents are aware of this meeting and to inform them that while program placement is determined by both parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

At the meeting, the three program choices are explained: Dual Language, Free- Standing English as a Second Language, and Transitional Bilingual Education. Parents watch a DVD on these choices presented in their home language and fill out a Parent Survey and Program Selection form at the conclusion of the presentation. These forms are collected by the ELL Coordinator and kept on file in the main office. For low- incidence languages, interpreters are hired. If there are fifteen students in contiguous grades who speak the same language and whose parents want a transitional bilingual education program, it will be formed. The coordinator informs the parents that at the present time, WSC has a Freestanding English as a Second Language Program. Parents are told that they have the legal right to transfer their children to a school with the program of their choice as long as there is available space at that school.

At the beginning of the school year, the coordinator also checks the RLAT report on ATS. This report identifies the students in the school who are ELLs based on their LAB-R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non- Entitlement and Non Entitlement/ Transitional letters are sent to the parents in English and in the home language. In addition, the coordinator reviews the RYOS report on ATS. This report lists X coded students: Students whose disabilities are served per their IEPs and who must take the NYSESLAT as per the No Child Left Behind Act.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking section is administered individually. The other sections are administered in the following order: listening, reading and then writing. The ELL Coordinator schedules the students to be tested by grade during the two week test administration period and ensures that the proper accommodations are in place. During the summer, the results of the NYESLAT are posted on ATS and students are classified as Beginner, Intermediate or Advanced level. This level determines the number of weekly hours of instruction to which ELLs are entitled.

West Side Collaborative is a small school serving a diverse population of students in grades 6- 8, including ELLs. The school follows the Children's First initiative using a balanced approach to education that builds educational excellence.

5. Students identified as needing ESL services receive support through a Free- Standing English as a Second Language Program, which has been the unilateral program of choice designated on the Program Selection forms. Students receive the required number of units of instruction (based on CR Part 154) as determined by LAB-R and NYSELSAT scores and teacher input. This ensures that students get the services and support they need to achieve academic success. The goals of the ESL program are to provide academic instruction using language- learning strategies, support students' instructional comprehension with native language, incorporate ELL strategic instruction in curriculum areas to deepen comprehension, and help students meet or exceed city standards. To achieve these goals, a licensed ELL Coordinator works both with students and collaboratively with ELA teachers to ensure that students receive the best instruction possible.

6. In the event that the program model offered at our school does not align with parent requests, parents will be informed that they have the legal right to transfer their children to schools offering the programs of their choice (provided that there is available space at that school).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							0	1	0					1
Push-In							6	7	6					19
Total	0	0	0	0	0	0	6	8	6	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	15
SIFE	1	ELLs receiving service 4-6 years	Long-Term (completed 6 years)

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																						
Number of ELLs by Grade in Each Language Group																						
	K		1		2		3		4		5		6		7		8		TOTAL			
	ELL	EP																				
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																					0	0
Haitian																					0	0
French																					0	0
Other																					0	0
TOTAL	0																					

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	7	6					18
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													9	9
TOTAL	0	0	0	0	0	0	6	8	6	0	0	0	9	29

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. The organizational models followed at West Side Collaborative are a combination of push- ins and pull- outs from both General and CTT classes. Blocked classes are comprised of students of mixed proficiency levels. To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher meets with grade team teachers to develop a schedule that accommodates the mandated minutes. Per CR Part 154, Beginning ESL students receive 360 minutes of ESL instruction per week; Intermediate students receive 360 minutes of ESL instruction per week; and Advanced students receive 180 minutes of ESL instruction per week.

2. In order to best serve our ESL students while maintaining appropriate relevancy to the content areas, the ESL teacher meets with grade team teachers to develop a comprehensive curriculum which both addresses the content being covered in class as well as adapts and modifies content when necessary. As WSC provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English. A small number of CTT students receive additional services with a bilingual English- Spanish paraprofessional.

3. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

In Social Studies, ELL students are assigned projects that help them develop a hands-on understanding of the time periods studied. Students are able to work in small groups, encouraging both team- building and a solid understanding of key concepts. As students work, teachers offer guidance and help them increase understanding through the use of conferring and multi- media tools such as video- streaming and Google Docs. Students are able to make autonomous decisions about their learning, freely choosing to focus upon particular sub- groups throughout history for special and individualized projects.

Science is currently offered two times per week at 95 minutes per period (190 weekly minutes). Instruction is delivered in a setting which enables students to be both inquisitive and kinesthetic learners. Students are introduced to scientific concepts and exploration while applying English language usage to lab report- writing and the promotion of content- specific language and vocabulary. All students are responsible for active participation in investigatory science explorations as guided by the classroom teacher. Students work towards acquiring the appropriate knowledge of scientific concepts and methodology, as well as independent and self- directed production of content- relevant work.

4. Differentiated instruction is acknowledged amongst all ELL subgroups. To ensure learner success, each student is assessed by the ELL Coordinator and team teachers, and his or her needs are identified. Teachers work in small groups with these students to provide the necessary instruction for meaningful, autonomous learning. Our staff is trained in using differentiation strategies and tools to support students at the various levels.

4-a. In conjunction with the classroom teachers, the ELL Coordinator works to establish a foundational understanding of the SIFE student's L1 literacy (as well as level of proficiency in the target language). Each SIFE student is delivered a curriculum developed by the student's teachers and parents. Instructional plans are developed on a case by case basis, with the student receiving a combination of push- in and pull- out services from the ELL Coordinator and the other necessary support staff. Educational plans for SIFE students are highly individualized and are created with consideration to the academic and emotional needs of the students.

4-b. Newcomers receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. Per CR Part 154, students receive the mandated number of support units as determined by their LAB- R/ NYSESLATE scores. They are assessed through both informal and formal assessments in- school, as well as periodically through borough assessments for ELLs. Newcomers are able to enhance their skills through a comprehensive ELA/ ESL program which strives for inclusion as well as seeks to improve cultural awareness.

4-c. For ELLs receiving services 4 to 6 years, a greater focus is placed on developing cognitive academic language proficiency. Per CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. ELLs receiving services 4 to 6 years are assessed through both informal and formal assessment in- school, as well as periodically through borough assessments for ELLs. They are able to enhance their skills through a comprehensive ELA/ ESL program which strives for inclusion as well as seeks to improve cultural awareness.

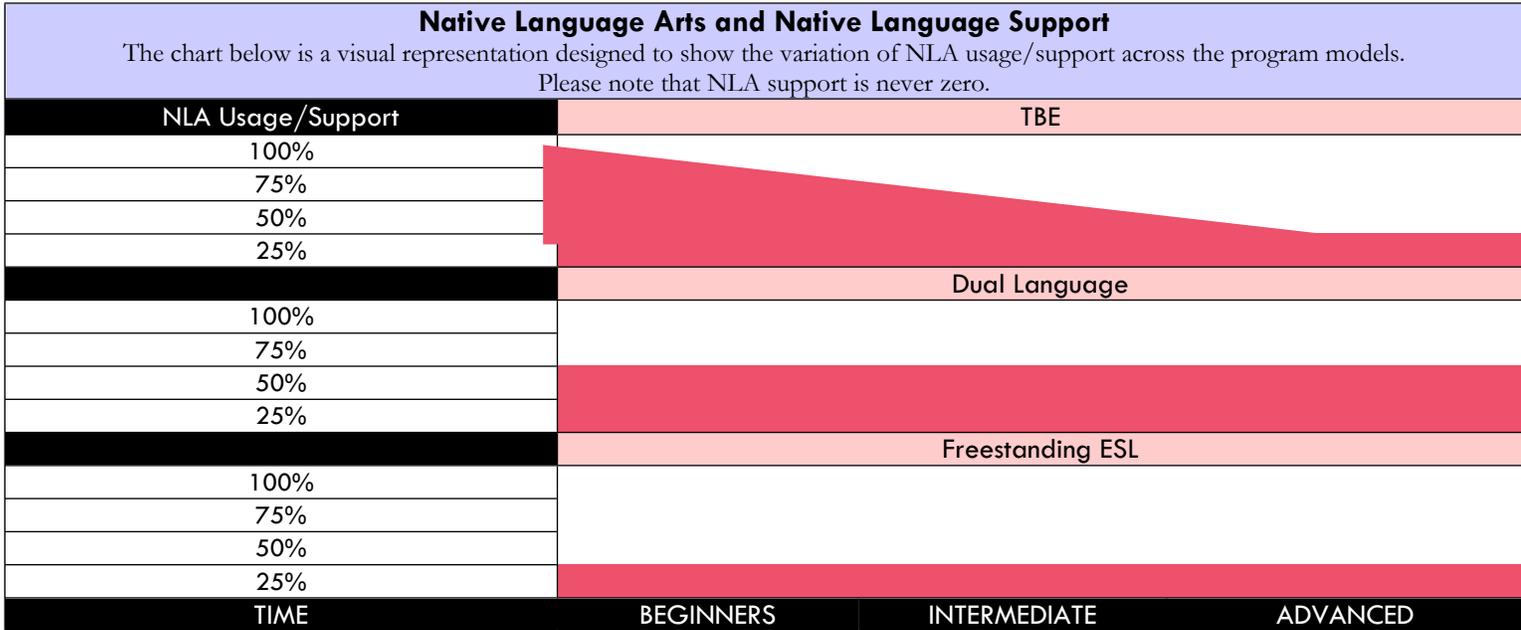
4-d. The instructional goals for Long- Term ELLs are to both enhance mastery of the English language as well as provide students with the guidance to become autonomous speakers of the target language. Per CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. Long- Term ELLs are assessed through both informal and formal assessment in- school, as well as periodically through borough assessment for ELLs. Additionally, West Side Collaborative provides interventions for students being designated at- risk. Throughout the day, support services in ELA and ESL instruction are provided through a comprehensive push- in/ pull- out model. At- risk students receive 1:1 services with the ESL teacher, who reinforces literacy through a variety of programs such as Wilson Reading and writer's workshops. The ESL teacher also pushes into Humanities blocks, offering the students support and skills for reading comprehension and writing. A variety of materials including leveled books in both fiction and non- fiction genres are available in the classroom library. Students are given both whole- class as well as individual "Just Right" books to read. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing. Through the use of targeted mini- lessons and conferring with both classroom teachers and the ESL teacher, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Through the use of Google Docs, word processors, Power Point presentations and videos, students build their literacy skills

4-e. The ESL and CTT teachers meet to plan lessons and identify specific strategies to be used to support the development of the necessary skills for students with special needs. Students receive the mandated number of support units as determined by their NYSESLAT scores. All ELLs identified as having special needs are served per their IEPs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

In math, formal and informal assessments are used to determine ELL students' specific needs. These needs are then addressed through targeted interventions such as push- ins and pull- outs with the math coaches and ELL Coordinator. In addition, students are compelled to reflect upon their own needs as learners. Teachers use students' insights to support their learning and integrate multiple intelligences. The ELL Coordinator works with the classroom teachers to ensure that students understand and master state content.

6. Continuing transitional support is offered for ELLs who have reached proficiency on the NYSESLAT. Our school offers a highly- developed, comprehensive ELA program which affords all students the opportunity to continuously develop reading and writing skills while exploring different genres of literature and diversified styles of writing.

7. This year we were able to fund additional ESL services, providing extra support for our students.

8. No programs will be discontinued.

9. ELL students are offered equal access to all school programs. They also receive ESL services from a licensed ESL teacher and are targeted for small group instruction that supports their learning.

10. Technology and multi- media is used in various modalities to enhance teaching. A school- wide online supportive website is used to help students understand math concepts. Power Speak, an online language program, is used to build understanding of language. Schools Attuned assessments help ELL students understand their strengths and assist students in meeting challenges. Formal and informal assessments are used to identify ELL students' needs and in consultation with the ESL teacher, classroom teachers confer with ESL students about these needs to support growth. Academic intervention services are offered and students are programmed for small group instruction to support their learning.

11. As WSC provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English. A small number of CTT students receive additional services with a bilingual English- Spanish paraprofessional.

12. All required services support and resources correspond to ELLs' ages and grade levels.

13. All new students are given a welcome orientation to the school. ELLs are paired up with buddies to help them acclimate to life at WSC as well as life in New York. Teacher- student communication is open and consistent; we believe in demonstrating passion for learning and compassion for our students.

14. Power Speak, an online language program, is offered in five different languages. All WSC students are afforded the opportunity to use

the program during the school day, in after- school, and at home.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. West Side Collaborative currently has one licensed ESL teacher, who attends monthly Network meetings for ELL Liaisons. Whole- staff PD is encouraged through attendance at professional development workshops presented by Columbia University Teacher's College. The ESL teacher also provides 1:1 feedback and conferencing with all grade level team teachers and administrative support.

2. The student body at West Side Collaborative encompasses a diverse population ranging from grades 6- 8. All students are assisted in making smooth grade- level transitions through the support of the grade- level teams, as well as the entire school community. West Side Collaborative strives to provide our students with a safe, inclusive environment which promotes the social, emotional and academic growth of our students.

3. All staff are required to attend various professional development workshops in ESL. In addition, the ESL teacher provides 1:1 feedback and support for all grade level teachers.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. There is an orientation for incoming parents facilitated in English and Spanish. WSC has a PA that runs workshops on adolescent development and academic success throughout the year. The school hosts parent walks where parents get a glimpse of what their child experiences in a classroom setting; parents are invited to volunteer. We distribute monthly newsletters which are translated for our bilingual families to keep them informed about events at WSC. Our automated calling system translates messages. High school articulation workshops provide an opportunity for parents to prepare for the application process and translation services are available. Flyers are sent out in multiple languages

2. Yes, and all of our partnerships reach out to the full demographic represented in our school. Specific efforts are made to make ELL families aware of these resources.

3. We survey parents and use various DOE generated tools to identify needs of students and families.

4. Our activities are designed to address needs expressed by parents, and to educate parents about academic issues as well as social emotional development.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1	0					2
Intermediate(I)							0	0	3					3
Advanced (A)							5	7	3					15
Total	0	0	0	0	0	0	6	8	6	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B							1						
	I									3				
	A							5	6	3				
	P													
READING/WRITING	B							1						
	I									3				
	A							5	6	3				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	3	2	0	6
7	2	5	0	0	7
8	0	5	1	0	6
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	1		2		3		0		6
7	0		6		1		0		7
8	1		3		2		0		6
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- WSC uses the Diagnostic Reading Assessments along with informal assessments and classroom observation to assess the specific needs of ELL students.
- A few of our students regressed in levels; this may be indicative of a writing issue.
- WSC plans instruction based upon students' needs.
- 4a. For students residing in this country for more than a year, ELA must be administered in English. All students opted to take the math test in English. We do not do native language testing. We are not a bilingual program; we are a freestanding ESL program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		