



**WATERSIDE CHILDREN'S STUDIO SCHOOL  
P.S. 317**

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

**SCHOOL: (27Q317)**

**ADDRESS: 190 BEACH 110<sup>TH</sup> STREET, ROCKAWAY PARK, NY 11694**

**TELEPHONE: (718) 634-1344**

**FAX: (718) 634-3884**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 317      **SCHOOL NAME:** Waterside Children's Studio School

**SCHOOL ADDRESS:** 190 Beach 110<sup>th</sup> Street, Rockaway Park, NY 11694

**SCHOOL TELEPHONE:** (718) 634-1344      **FAX:** (718) 634-3884

**SCHOOL CONTACT PERSON:** DANA GERENDASI      **EMAIL ADDRESS:** DGERENDASI@  
SCHOOLS.NYC.  
GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** ALEXANDERIA SILER

**PRINCIPAL:** DANA GERENDASI

**UFT CHAPTER LEADER:** DENISE GETCHIUS-STAINES

**PARENTS' ASSOCIATION PRESIDENT:** CLARISSA MARRERO

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK (CFN):** 204

**NETWORK LEADER:** DIANE FOLEY

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
DANA GERENDASI	*Principal or Designee	
DENISE GETCHIUS-STAINES	*UFT Chapter Chairperson or Designee	
CLARISSA MARRERO	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kevin Bowles	SLT Member/Teacher	
Alexandria Siler	SLT Member/Parent	
	Member/	

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

\* Core (mandatory) SLT members.

As of November 1, 2010, we have not held our Title 1 consultation meeting. That meeting is to be held on Tuesday, November 16<sup>th</sup>. It is at that time that we are hopeful to have our Title 1 representatives elected. With regards to our final member of our SLT, we will be holding that election on Tuesday, November 9<sup>th</sup>. It is at that time that our parent body will elect our final parent member for our SLT.

## **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.

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The Waterside Children's Studio School will provide a safe and nurturing learning environment where creativity and artistic expression are integral to the academic and emotional success of every child. Through music, drama, visual arts, film, writing, technology and dance, our rigorous and progressive curriculum will empower ALL our children to grow academically, creatively and socially. They will acquire the critical thinking, personal integrity and self esteem that go beyond the classroom walls. As a community, we will take pride and ownership of our school and celebrate all of our accomplishments. At Waterside Children's Studio School, we envision children learning, creating and performing thus exceeding the standards and beyond. We offer our PK-3 students the arts fused across the content area. Additionally, we will have specialty teachers teaching music, drama, visual arts, music, and creative writing. School programs and activities, residencies and partnerships at our school will include:

#### *School Programs and Activities*

- Schoolwide Enrichment Model through Enrichment Clusters on Fridays during the school day
- Enrichment Showcases (after each enrichment cycle, December and May)
- Family Arts Night (Winter and Spring)
- Family Academic workshops
- Curriculum Night (September)
- Curriculum and Coffee with the Principal by grade (6 different days in October)
- Monthly Coffee Talks with the Principal for families (November – June)
- Third and fourth grade academic after school
- Academic after school for students who are English Language Learners
- Classes for families who are English Language Learners
- Evening programs for families (movie nights, Family Dance Night and book clubs)
- Family Trips
- Family Fridays (1<sup>st</sup> Friday of every month)
- Young Audiences Family Dance Nights
- Winter/Spring student exhibitions and performances
- Enrichment Clusters with Enrichment Showcases
- Ongoing PTA activities
- Learning Leader opportunities for parents

#### *Residencies and Partnerships*

- Together in Dance
- NYC Ballet – Nutcracker Project and Ballet Bridges
- Young Audiences
- Creative Arts Team
- Additional Residencies to be determined

*Professional Development and Partnerships*

- Teacher College Reading and Writing Project
- Aussie for Math
- Renzulli – Schoolwide Enrichment Model
- Professional development for inclusive practices (ICT Coaching) through GoldMansour and Rutherford LLC.
- Monthly in house cycles of PD
- Weekly grade team meetings with the principal and/or curriculum specialist

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	WATERSIDE CHILDREN’S STUDIO SCHOOL P.S. 317			
<b>District:</b>	27	<b>DBN #:</b>	27Q317	<b>School BEDS Code:</b>

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	X Pre-K	X K	X 1	X 2	X 3	● 4	● 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	N/A	N/A	45				N/A	N/A	
Kindergarten	N/A	N/A	73						
Grade 1	N/A	N/A	61	<b>Student Stability: % of Enrollment</b>					
Grade 2	N/A	N/A	47	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	N/A	N/A	64				N/A	N/A	
Grade 4	N/A	N/A	N/A						
Grade 5	N/A	N/A	N/A	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)			2007-08	2008-09	2009-10
Grade 7							N/A	N/A	90.6%
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)			2007-08	2008-09	2009-10
Grade 11							N/A	N/A	0
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)			2007-08	2008-09	2009-10
Total							N/A	N/A	1
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Number in Self-Contained Classes	N/A	N/A	7						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	N/A	N/A	21	Principal Suspensions	N/A	N/A	1
Number all others	N/A	N/A	8	Superintendent Suspensions	N/A	N/A	4
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	N/A	N/A	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	N/A	N/A	0				
# receiving ESL services only	N/A	N/A	25	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	N/A	N/A	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	N/A	N/A	23
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	N/A	N/A	1
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	N/A	N/A	4
	N/A	N/A	11				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	N/A	N/A	100%
American Indian or Alaska Native	N/A	N/A	2	Percent more than two years teaching in this school	N/A	N/A	N/A
Black or African American	N/A	N/A	111	Percent more than five years teaching anywhere	N/A	N/A	33%
Hispanic or Latino	N/A	N/A	114				
Asian or Native Hawaiian/Other Pacific Isl.	N/A	N/A	7	Percent Masters Degree or higher	N/A	N/A	86.9%
White	N/A	N/A	52	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	N/A	N/A	86.9%
Multi-racial	N/A	N/A	3				
<b>Male</b>	N/A	N/A	148				

DEMOGRAPHICS							
Female	N/A	N/A	142				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

· PS317 is a new school, year 2 that has taken over a phase out school, P.S. 225. This year our school covers grades Pre-K – 4<sup>th</sup>. We as a school community take a data driven approach to improving student performance, using item analysis, portfolio assessment, running records, curriculum and teacher made assessments, and other indicators to identify and address weaknesses and target areas for growth on a continuous bases. Based on the 2009 – 2010 progress report, with testing data for our 3<sup>rd</sup> graders (now 4<sup>th</sup> graders), in ELA, 41.9% of our students are proficient with a median proficiency rating of 2.63. In mathematics, 43.5% are proficient in math with a median proficiency rating of 2.81.

· Because the data showed that our students were -5.4% in math compared to the city horizon, we know that a big focus this year is to ensure that our now 4<sup>th</sup> graders make significant progress in this area. Teachers will continue to differentiate instruction through small groups, centers and conferring to ensure that every student's individual needs are met. Additionally, our school has mandated every 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grader into extended day (Monday – Wednesday) with a student to teacher ratio being 10:1 allowing for smaller groups to work with a teacher to better support their individual needs.

· With a large part of the school's founding focus being on improving literacy instruction and student achievement in literacy, observations, formal and informal assessments, and reports from staff developers at the Teacher's College Readers and Writers Project show that not only have students enthusiastically responded to the workshop model now being utilized across content areas, but that reading levels and volume have increased significantly and that writing output, quality and quantity has also improved dramatically. We know that we still have a lot of work to do with ELA, particularly in the area of comprehension and stamina. We as a school community will continue to work and differentiate reading instruction through phonics, grammar, small groups, guided reading and conferring to ensure that our students make significant progress in ELA.

· Our school has an Inquiry Team on every grade. One grade team member is on the Core Inquiry Team which meets once a week to discuss the inquiry at hand with each grade team. Additionally, one grade team per month with the principal will be geared on the grade team's inquiry focus. Our Inquiry teams meet every Thursday from 8:00-8:37 ½ and use data to focus on how to improve areas of weakness with our students that the teachers have noted through patterns and trends.

· Each grade team meets with the principal once per week with a different weekly focus. One week will be inquiry, the next week will be looking at student work across the grades, the third week is becoming familiar to the Common Core Standards and how it impacts our curriculum maps and

planning our lessons, the final week focuses on curriculum and instruction in general pinpointing student learning concerns and collaboratively figuring out strategies that could be used.

· All of Waterside's founding goals were based around data from the phase-out school. Among this data was consistent, repeated failure to engage, welcome, and involve families in the school. In assessing our goal to have an outstanding level of parent participation during our first school year, we are able to call on parent attendance records from student performances, events, workshops and open classroom days, our "Family Friday" initiative. Events pulled in as many as 290 family members at a time. Our schools Learning Environment survey results have shown that our parents participated at a rate of 78%, up from the phase-out school's 38% in their final year. For the 2010-11 school year, we will continue to bring our families in with continued programs and adding even more academic workshops and coffee with the principal series once a month where parents will have a focused conversation of pertinent issues using articles as a guide towards meaningful conversations. We have also added Family Dance Night once a month after our PTA meetings, linking genres of dance to a cultural experience of the month.

An area that we continue to strive for is more parental involvement which will help in increasing student achievement. We offer our families a slew of opportunities to be involved in their child's learning and we would like those events to have even more parental attendance.

· We do, however, seek to constantly assess and reflect on the data we do have. Through weekly staff check-ins and meetings; School Leadership Team and Parent Teacher Association meetings; collaboration and conversation with families, students, and teachers; and informal and formal assessments across all content areas, the school modifies and refines our educational programs and our individual and targeted group student goals, all while staying driven by and closely aligned with our founding mission and NY state standards moving into Common Core Standards.

## 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.

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1. **GOAL:** Students will increase their reading stamina by 20% from September 2010 – June 2011 through a rigorous independent reading program so that students develop a love for reading as measured by the Teacher's College Assessment Pro and teacher observation anecdotal notes.
  
2. **GOAL:** By June 2011, 45% of students (26) in grade 4 will achieve a higher proficiency rating (student performance) on the NYS ELA resulting in a higher median proficiency rating as reflected on the NYC School Progress Report.
  
3. **GOAL:** By June 2011, 80% of our students in grades 1-4 will have made at least one year progress in quality and quantity of writing as measured by Writers Workshop, on demand writing assessments and end of the month published pieces.
  
4. **GOAL:** By June 2011, 50% of students (31) in grade 4 will achieve a higher proficiency rating (student performance) on the NYS Math Exam resulting in a higher median proficiency rating as reflected on the NYC School Progress Report.
  
5. **GOAL:** To continue to build a school wide system of communication so that parents can deepen their understanding of student performance through ongoing discussion. This will be measured by an increase of 15% in parent involvement as demonstrated by attendance sheets and family programs offered by our school.

**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 (where relevant):** ELA – Reading

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Students will increase their reading stamina by 20% from September 2010 – June 2011 through a rigorous independent reading program so that students develop a love for reading as measured by the Teacher’s College Assessment Pro, teacher observation and anecdotal notes.</b></p>
<p><b>Action Plan</b> <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><b>Students will use reading logs independently as well as reflect on their usage and set reading goals as a way for them to monitor their own reading stamina in grades 2-4 or on and above a GRL K. Teacher will continue to receive professional development from our literacy coach, principal, colleagues and our Teacher’s College staff developer on ways to increase stamina in the classroom and will develop strategies to help students accomplish their reading goals. Parents will also participate in workshops that will help support them to help their child(ren) increase their reading stamina at home. A celebration and reward system will be established to monitor students in their reading stamina rate.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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><b>Professional development time will be set aside for teachers during grade planning, PD days and city designated professional development days. Parents will receive professional development during PTA meetings, as well as additional meetings as necessary. Teacher’s College Reading and Writing Project – Title 1 SWP Literacy Coach – 40% Title 1 SWP, 60% Fair Student Funding Professional Development Per Diem - Title 1 ARRA and Title 1 SWP Books and materials for spelling instruction is paid for through NYSTL funds and Tax Levy funds.</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Students will be monitored weekly through the use of logs, but the school will see the impact during the periodic assessments (TC running records and Assesment Pro and interim assessments) as students who have increased their stamina will score higher and move up in reading levels. We predict that as students increase their stamina, they will grow as readers at a more rapid pace. Teachers will monitor reading rate of students in grades 2-4 from September 2010-June 2011.**

Subject/Area (where relevant): ELA - Reading

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 45% of students (26) in grade 4 will achieve a higher proficiency rating (student performance) on the NYS ELA resulting in a higher median proficiency rating as reflected on the NYC School Progress Report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Classroom teachers in grades K-4 will administer running records through Teacher’s College Assessment Pro 4 times a year.</li> <li>• Teachers will differentiate instruction based on reading level and need through conferring, guided reading groups, and small group instruction. Teachers will use all assessments to help them guide their instruction.</li> <li>• After school program will be available to all 3<sup>rd</sup> and 4<sup>th</sup> grade students from January – April. The program will use small group instruction to meet all students’ individual needs.</li> <li>• Teachers will be responsible for having conference notes from Reading Workshop that will be reviewed periodically at professional development sessions and will be used to guide instruction.</li> <li>• Teachers will continue to receive professional development from Teacher’s College Reading and Writing Project where teachers will continue to work on best practices in reading workshop.</li> <li>• Based on assessments of children and of their own professional needs, professional development will be differentiated based on teacher need. Administration, literacy coach and teachers will provide the PD in cycles twice a month.</li> <li>• One cycle of PD will be geared towards children’s literature study groups.</li> <li>• Teachers will have training in using the TC Assessment Pro assessment tool. Sheerin O’Connor, our data specialist, will coordinate this.</li> <li>• Teacher’s will meet as a grade team with Administration and Literacy Coach for PD and to share best assessment practices. We will use two of our meetings a month geared toward Inquiry in the area of literacy.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will</p>	<p>Much of the implementation of the above activities is done by classroom teachers, literacy coach and administration and therefore built into their salaries. We used Title 1 SWP Funds to pay for Teacher’s College Reading and Writing Project. We will also use Title 1 ARRA money to pay for per diem so that our teachers can receive professional development. Books and materials for spelling instruction is paid for through NYSTL</p>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>funds and Tax Levy funds.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Tracking sheets from Assessment Pro that shows student reading levels each month. These are turned into the principal 3 times a year.</b></li> <li>• <b>Conference and small group notes and anecdotes will be reviewed with the principal and literacy coach at one on one meetings which will be held October – February.</b></li> <li>• <b>Weekly grade team meetings with minutes and sign in sheets with PD geared to best practices in teaching literacy.</b></li> <li>• <b>During weekly walkthroughs and informal and formal assessments, principal and literacy coach will confer with students to assess whether students are appropriately matched to books on their level.</b></li> </ul>

Subject/Area (where relevant): ELA – Writing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of our students in grades 1-4 will have made at least one year progress in quality and quantity of writing as measured by Writers Workshop, on demand writing assessments and end of the month published pieces.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• During our grade team meetings, teachers will spend at least one time a month in professional development looking and analyzing student writing, and conference notes across the grades.</li> <li>• We as a school will spend three times a year looking at on demand writing pieces.</li> <li>• Teachers will continue to receive professional development from Teacher’s College Reading and Writing Project where teachers will continue to work on best practices in writer’s workshop.</li> <li>• Teachers will follow the writing curriculum map developed by each grade team in the Spring of 2010.</li> <li>• In grades 1 and 2, all teachers will implement the Foundations phonics and spelling program.</li> <li>• Grade 3 teachers will implement the Word Their Way phonics and spelling program.</li> <li>• Grade 4 teachers will work with the principal and literacy coach to develop a consistent approach to spelling.</li> <li>• Having a Creative Writing cluster teacher on staff to aid classroom teachers with their students to improve the quality and quantity of student writing.</li> <li>• Students will be assessed in E-Pal.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with 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>Much of the implementation of the above activities is done by classroom teachers, literacy coach and administration and therefore built into their salaries. We used Title 1 SWP Funds to pay for Teacher’s College Reading and Writing Project. We will also use Title 1 ARRA money to pay for per diem so that our teachers can receive professional development. Additionally, we have built 4 extra preps a month per teacher as a way for administration and teachers to have weekly grade team meetings. Books and materials for spelling instruction is paid for through NYSTL funds and Tax Levy funds.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Conference notes will be reviewed with the principal at one on meetings taken place from Oct – Feb.
- During weekly walkthroughs and informal and formal observations, principal and literacy coach will look through Writer’s notebooks and folders to review quantity and quality of writing.
- Weekly grade team meetings with minutes and sign in sheets with PD geared to best practices in teaching literacy.
- Principal and literacy coach will attend professional development through Teacher’s College Reading and Writing Project.

Subject/Area (where relevant): Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50% of students (31) in grade 4 will achieve a higher proficiency rating (student performance) on the NYS Math Exam resulting in a higher median proficiency rating as reflected on the NYC School Progress Report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will receive professional development from an Aussie staff developer with regards to planning effective math lessons using hands on manipulative and differentiated instruction.</li> <li>• Teachers will differentiate instruction based on reading level and need through conferring, guided reading groups, and small group instruction. Teachers will use all assessments to help them guide their instruction.</li> <li>• After school program will be available to all 3<sup>rd</sup> and 4<sup>th</sup> grade students from January – April. The program will use small group instruction to meet all students’ individual needs.</li> <li>• Classroom teachers will attend grade meetings on mathematics instruction that focus on using assessments to differentiate instruction. In addition, one cycle of our Friday morning PD cycles will focus on math.</li> <li>• All teachers will follow the math curriculum maps that aligned to state standards and developed collaboratively by teachers in the Spring 2010.</li> <li>• At least one of our inquiry groups will focus on struggling math students in third and fourth grade and will follow some of the inquiry done last year with the third grade that focused on problem solving in math.</li> <li>• We will hold a Family Friday which will focus on math and games. Additionally, we will offer families Family math night which will teach our parents and children different math games they can play at home with their children.</li> <li>• We will offer our parents academic workshop(s) in math.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with 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>Much of the implementation of the above activities is done by classroom teachers and administration and therefore built into their salaries. We used Title 1 SWP Funds to pay for our Aussie Staff Developer. We will also use Title 1 ARRA money to pay for per diem so that our teachers can receive professional development. Additionally, we have built 4 extra preps a month per teacher as a way for administration and teachers to have weekly grade team meetings. Books and materials for the Everyday Math program are paid for through NYSTL funds and Tax Levy funds.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **Teachers will meet in September to review end of year math assessments and for instruction**
- **In November and March, administration will analyze math grades on report cards and Acuity and will expect that 70% of students in November and 75% of students in March will meet grade level benchmarks.**
- **During informal and formal observations, administrator will look at student work in math.**

**Subject/Area (where relevant):** Parent Involvement and Student Performance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to build a school wide system of communication so that parents can deepen their understanding of student performance through ongoing discussion.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Create a monthly checklist and communication log to inform parents on student progress.</li> <li>• Parent/Teacher conferences at least twice a year.</li> <li>• Academic Workshops for parents in core subject areas.</li> <li>• Curriculum night in September to inform parents of grade level expectations.</li> <li>• Curriculum and coffee with principal for each grade separately where principal and parents talk about each grade levels expectations. This is also used as a platform for parents to ask questions related to curriculum and standards.</li> <li>• Parent invitations to celebrations in reading, writing and math.</li> <li>• Family Math nights</li> <li>• Continue monthly Family Fridays/parents as learning partners.</li> <li>• The setting of student goals as a signed contract between student, teacher and parent.</li> <li>• Use of Teacher’s College Assessment Pro letters to inform parents of the students reading levels at various times in the school year.</li> <li>• Use of Everyday Math Parent letters describing the unit of study, necessary vocabulary, skills and concepts.</li> <li>• Use of ARIS parent link and additional informational parent workshops on how to use ARIS effectively.</li> <li>• Use of P.S. 317 website (<a href="http://www.watersidecss.org">www.watersidecss.org</a>) as a means to communicate between teachers, parents and students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with 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>We will be using Title 1 SWP money for programs for parents that will include snacks and refreshments. We will also be using PTA money to fund this. We will be using Contract for Excellence money for teachers working per session to teach workshops and stay late for parent programs. For the website, we are using TL Fair Student Funding. Our math program and books are purchased through NYSTL money.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **An increase of parent involvement as evidenced by sign in sheets and agendas.**
- **Grade and staff conference agendas from curriculum nights**
- **Parent invitations to academic workshops, celebrations, conferences, after school family activities, and curriculum and coffees for each grade.**
- **Monthly calendars and newsletters home.**
- **Student goal contracts**
- **Monthly checklist and communication log sent home to families**

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance 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	15	15	N/A	N/A	2	N/A	N/A	N/A
1	15	15	N/A	N/A	2	N/A	N/A	N/A
2	15	15	N/A	N/A	2	N/A	N/A	N/A
3	15	15	N/A	N/A	2	N/A	N/A	N/A
4	15	15	15	15	2	N/A	N/A	N/A
5								
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Wilson FUNdations and Words Their Way</b></li> <li>• <b>Guided Reading Groups – Small groups both during the day and extended day</b></li> <li>• <b>CTT classes on grades (K, 1, 2, 4) – provide small group literacy instruction delivered by the special education teach to at risk students</b></li> <li>• <b>Extended Day – Small group tutoring provided to our Level 1 and 2 students in grades K-1. All students in grade 2, 3 and 4 have been mandated for extended day.</b></li> <li>• <b>ELL after school – Small group instruction to help the students in grades 1-4 to support English language proficiency</b></li> <li>• <b>After school program – Small group instruction provided to students in general education</b></li> <li>• <b>Differentiated instruction in the classroom – each teacher provides differentiated instruction through conferences, strategy lessons, small groups and guided reading.</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Small guided math groups</b></li> <li>• <b>Extended Day – Small group tutoring provided to our Level 1 and 2 students in grades K-1. All student in grade 2, 3 and 4 have been mandated for extended day.</b></li> <li>• <b>CTT classes on grades (K, 1, 2, 4) – at risk students receive small group math intervention</b></li> <li>• <b>Differentiated instruction in the classroom – each teacher provides differentiated instruction through conferences, strategy lessons, small groups and guided groups</b></li> <li>• <b>After school program – Small group instruction provided to students in general education</b></li> <li>• <b>ELL after school – Small group instruction to help the students in grades 1-4 to support math proficiency</b></li> <li>• </li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Differentiated instruction by the science cluster teacher (grades 3-4) and the classroom teacher (grades Pre-K – 4)</b></li> <li>• <b>Small groups during the day</b></li> </ul>

<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Differentiated instruction with the classroom teacher (grades Pre-K – 4)</li> <li>• Small groups during the day</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Small groups during the school day – different focuses for different groups</li> <li>• One on one during the day</li> <li>• Both small group and individual sessions listed above will be intervention provided to students focusing on social and emotional coping skill, feelings, character education, and career awareness.</li> <li>• Crisis intervention</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

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**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**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.

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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**

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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 incoming families will fill out the home language survey and if needed, will be assessed by our ESL provider to determine services needed.
  - ESL teacher did a parent workshop with regard to their child's eligibility for ESL services
  - Letters sent home over the summer with regard to school procedures were translated in both Spanish and Arabic.
  - We have office staff and a parent coordinator who will do translation on anything needing translation. The parent coordinator will make appointments to accommodate parents that need a translator to communicate with teachers.
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 major findings are that we have adequate staff to help with the translation of documents that need to be sent home

#### **Part B: Strategies and Activities**

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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.

The school will translate all documents sent home. Documents that need to be sent home will be translated at least one to two weeks ahead of time. All documents are translated due to the large population of ELLS in Spanish.

Our bilingual school secretary translates all letters that go home in Spanish and all other letters, if needed, will be translated by the DOE translation unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation will be provided during parent/teacher conference days and/or meetings between non-English speaking parents. The school will have the parent coordinator provide translation when needed. In-house staff will provide oral interpretation as well.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will translate any and all documents that need to be translated to communicate effectively with parents. School staff will provide oral and written translation in house to those who need translation services. Our school will provide translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. In the main office, our school has posted the languages that are covered and a copy of such written notification can be obtained in the main office. Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barrier. We have in-house staff to provide both written and oral translation when needed.

As per the Chancellor's Regulation, translation posters and cards are posted throughout the building. In addition, key personnel, including the Guidance Counselor, the Parent Coordinator, the PTA, the Main Office and the Security Agent have the translation card and are able to afford parents the opportunity to use the over-the-phone translation service, as indicated on the card.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$214,003	\$4,324	\$218,327
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,140	\$44	\$2,184
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,917	*	\$10,917
4. Enter the anticipated 10% set-aside for Professional Development:	\$38,850	*	\$38,850

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 86.9%
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. N/A

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

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

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

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

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

At the Waterside Children's Studio School, we strongly believe the importance of parent involvement when it comes to the success of our school and the children. Because of our belief that parents are our partner in their child's learning, with the teachers, we have established a PTA. Additionally, we will also have an active School Leadership Team, incorporating our parents in our administrative decisions. Programs we will offer are parent academic workshops, ongoing family activities, an interactive website ([www.watersideccss.org](http://www.watersideccss.org)) where parents can always maintain constant communication with their child's teacher and other staff members, curriculums and coffee with the principal, and ESL programs for families and children.

With a reciprocal and mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, Waterside Children's Studio School commits to:

- 1) Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.
- 2) Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and other school activities.
- 3) Informing and explaining to parents the New York City, New York State achievement standards students are expected to meet; how student progress is measured, as well as provide information regarding the curriculum currently in use at the school through meetings with the principal and curriculum night with the teacher.
- 4) Informing and providing parents with any training and materials available for them to help them work with their children.
- 5) Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

The Waterside Children's Studio School will accomplish our goals through the following means:

- 1) Monthly meetings of the School Leadership Team
- 2) Meeting of any standing PTA committees
- 3) Meetings of any parental action committees as formed in accordance with the PTA bylaws
- 4) Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns.
- 5) Parent Teacher Conferences
- 6) Reports to parents on their child's progress
- 7) Reasonable access to staff
- 8) Opportunities to volunteer through Learning Leaders
- 9) Suggestion Box
- 10) Parent academic workshops

- 11) Family Friday's
- 12) Curriculum meetings with teachers and the principal
- 13) Ongoing Family Activities
- 14) Monthly coffee talks with the principal and parents
- 15) Communicating and being kept updated of school events through our schools website ([www.watersidecss.org](http://www.watersidecss.org))

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

### **Waterside Children's Studio School School – Parent Compact**

We, the administrators, teachers, staff and parents of the Waterside Children's Studio School fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreement stated in this document.

#### **Parents and Students:**

##### **Attendance**

- I will ensure that my child comes to school every day
- I will ensure that my child come to school on time at 8:40AM
- I understand that the school will call if my child is absent
- I agree to notify the school if my child is absent
- I understand that my child must make up missed work and homework following all absences
- I understand that dismissal is promptly at 3:00PM and I will pick up my child (children) at this time

**Class Work and Homework**

- I understand that my child is to come to school each day prepared to work and with all required supplies
- I will ensure, check and sign that my child completes and return homework on time
- Provide a specific time and a quiet, well-lit place for my child to do their homework
- Review completed assignment to check for understanding
- I understand that if my child misses an excessive amount of class work or homework, I may be required to attend a parent-teacher conference
- I will encourage my child to seek help from teachers or ask questions in class
- I understand that I can communicate with my child's teacher regarding the understanding of my child's class work and homework
- I understand that teachers are available to answer any questions I may have about the content
- I understand that the school wants my child to do their best in their work and behavior and will celebrate consistent success

**Code of Conduct**

- I agree to show respect for my child, his/her teacher and the school
- I agree to make sure that my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education
- I understand that my child must show respect for his/her classmates, teachers, principal, school staff, parents, and to him/herself
- I agree to support the school in developing positive behaviors
- I understand that my child MUST respect school property
- I understand that if my child breaks any of the schools code of conduct, that I may receive a phone call/letter from the teacher and that I may need to attend a parent teacher conference
- I will ensure that my child wears his/her uniform (green shirt and khaki pants) Monday – Thursday

## **Family Support**

- See that my child attends school regularly and on time
- Talk with my child about his/her school activities every day
- Communicate regularly with my child's teacher
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting
- Attend all parent teacher conferences
- Attend 80% of family activities offered by the school
- Read to my child and encourage him/her to read independently daily
- Monitor my child's TV viewing, video game and online activities
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily

## **School Staff Members**

### **School Support**

- Staff members will show respect for each child and his/her family
- Provide quality teaching and leadership
- Believe that each child can learn
- Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential
- Come prepared to class prepared and positive
- Assign homework that is meaningful and appropriate to the grade level
- Give each student constructive and encouraging feedback
- Celebrate each student's success and encourage persistence when challenges discourage him/her

- Enforce school and classroom rules fairly and consistently
- Maintain open lines of communication with the student and his/her parents
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards
- Seek ways to involve parents in the school program and value their contribution

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**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.

Please see Section IV: Needs Assessment

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum through differentiated instruction, centers and the Schoolwide Enrichment Model (SEM)

- Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.
- a) Through a standards based curriculum, differentiated instruction, extended day program, after-school academic program for 3<sup>rd</sup> and 4<sup>th</sup> grade, after school clubs, and small groups (strategy groups in all content levels and guided reading), we provide opportunities for all of our children to meet the State's proficient and advanced academic achievement.
- b) \* We will increase the amount and quality of learning time through our extended day program and our academic after school for our third grade students.

\* We will provide enrichment clusters through the schoolwide enrichment model every Friday during 6<sup>th</sup> and 7<sup>th</sup> periods. Pre-K classes will stay with their classroom teachers for clusters and grades K-4 will choose clusters based on a list of interest based courses given to students to select. They will participate in clusters vertically with grades K and 1 mixed and 2-4 mixed in the enrichment cluster they choose. Period 6 will be ELA/Math based, period 7 will be the hands on activity.

\*Through a standard based curriculum, differentiated instruction, AIS, small groups, extended day and academic after school, we will meet the educational needs of historically underserved population.

\*We will address the needs of all children in our school, but particularly the needs of our low academic achieving children and those at risk of not meeting the State academic content standards through counseling (at risk and mandated), grade reading/mentoring buddies program, extended day program, differentiated instruction, after-school academic program, AIS instruction, enrichment clusters, and after school clubs, and our third grade community service program volunteering at a nursing home.

\*See above asterisk points.

### 3. Instruction by highly qualified staff.

We will continuously improve the quality of all of our staff who are not highly qualified by providing ongoing professional development, professional study groups, sending teachers to professional conferences, weekly meetings with principal and curriculum specialist and ongoing support with professional feedback.

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. To ensure high quality and ongoing professional development for our staff, Waterside Children's Studio School staff (administrators and teachers) will attend professional development with Teachers College through staff development and calendar days. Additionally, staff will continue to receive training in the Wilson Foundations, workshop model, balanced literacy, math, differentiated instruction, goal setting, social studies, science, and integrating the arts into the content areas.

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

Waterside Children's Studio School attracts highly-qualified teachers through a rigorous application and interviewing process. We express to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided.

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

In order to increase parental involvement, our school will provide parent workshops in all content areas and aspects of family life (behavior, nutrition, health). One example of this is during September when we offer a time where parents can come into the school to learn from the teacher about the student's curriculum, class procedures, and grade expectations. They can also partake in Curriculum and Coffee with the principal that happens in October and focuses a one hour session per each grade on different days of the week. Additionally, parents can attend Coffee Talk with the Principal offered once per month starting in November with focused conversations based on articles and educational issues at hand. Parents will also be invited to attend all student celebrations (publishing parties) and other school wide events (Family Fridays, concerts and art shows). These efforts will be facilitated by our administration, staff, PTA and parent coordinator.

The PTA also has a parent room in our school where parents can go to meet and receive resources to help them with their child's education.

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.

We will provide parent workshops to incoming Kindergarten parents to help them transition into elementary school by offering opportunities to tour school, become familiar with the curriculum and make contacts with school personnel.

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.

Our teachers are provided with professional development opportunities on to interpret and utilize the data of assessments used in our school. Teacher's voices are heard regarding these assessments during weekly grade team meetings with the principal and/or curriculum specialist as well as our monthly cycle of PD.

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.

Student's needs are identified by through teacher observation, informal classroom assessments (checklists and conference notes), TC running records leading into Assessment Pro, Interim assessments, NYSESLAT, Foundations, Words Their Way, checklists and NYS Assessments.

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.

We will coordinate and integrate all federal, State, and local services and programs offered to our school, including nutrition programs.

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

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
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**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.

**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

		Schoolwide Program (R)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	R			\$214,003	R	14, 16, 18, 20, 22
Title I, Part A (ARRA)	Federal	R			\$4,324	R	14, 16, 18, 20
Title II, Part A	Federal		R		\$9,445		
Title III, Part A	Federal			R			
Title IV	Federal			R			
IDEA	Federal		R		\$103,303		
Tax Levy	Local		R		\$2,019,073	R	14, 16, 18, 20

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

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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.

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **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.)

At this time, we do not have any students in Temporary Housing.

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

We will provide at risk services with our school guidance counselor. Our parent coordinator will set up meetings and link these families to organizations that can help them move into permanent housing. We will also have our SBST social worker refer out the family so that they can get additional support if needed.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	WATERSIDE CHILDREN'S STUDIO SCHOOL						
<b>District:</b>	27	<b>DBN:</b>	27Q31	<b>School</b>		342700010317	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5		9	Ungrade	v
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K		45	54				NR
Kindergarten		72	55				
Grade 1		61	79	<b>Student Stability - % of Enrollment:</b>			
Grade 2		47	60	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3		64	43				89.5
Grade 4		0	62	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5		0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6		0	0			84.3	90.6
Grade 7		0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9		0	0				7
Grade 10		0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11		0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12		0	0				0
Ungraded		1	1	<b>Special Education</b>			
Total		290	354	<i>(As of October 31)</i>	2007-	2008-	2009-
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes		7	11	Principal Suspensions			1
# in Collaborative Team Teaching (CTT)		21	27	Superintendent Suspensions			4
Number all others		9	19				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants			0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes		0	TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.		0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only		28	TBD	Number of Teachers			24
# ELLs with IEPs		2	TBD	Number of Administrators and Other Professionals			3
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
			0	% fully licensed & permanently assigned to this			100.0
				% more than 2 years teaching in this school			4.2
				% more than 5 years teaching anywhere			25.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			91.7
American Indian or Alaska Native		0.7	0.0	% core classes taught by "highly qualified" teachers			88.9
Black or African American		37.9	38.1				
Hispanic or Latino		40.0	41.0				
Asian or Native Hawaiian/Other Pacific		2.4	2.3				
White		17.6	17.2				
<b>Male</b>		51.0	49.7				
<b>Female</b>		49.0	50.3				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School</b>		If yes,					
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific								
White								
Multiracial								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
<b>Student groups</b>								

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>				
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>CFN 204</b>	District <b>27</b>	School Number <b>317</b>	School Name <b>WCSS</b>
Principal <b>Dana Gerendasi</b>		Assistant Principal	
Coach <b>Katie McGillicuddy</b>		Coach	
Teacher/Subject Area <b>Katherine Morales/ESL</b>		Guidance Counselor <b>Gina Curcio</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Zoraida Quiles</b>	
Related Service Provider		Other	
Network Leader		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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>355</b>	Total Number of ELLs	<b>26</b>	ELLs as Share of Total Student Population (%)	<b>7.32%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.

## Part II: ELL Identification Process

1. Upon entering the NYC public school system, students and their parents are administered the Home Language Identification Survey (HLIS) by a pedagogue, which will be the ESL teacher, or the pupil secretary. The responses from the survey, coupled with an informal interview will determine whether the student should be given the LAB-R exam. The LAB-R should be administered within the first ten (10) days of admittance into the school system. The results of the LAB-R will indicate whether or not the student will be placed in a language program. When a student is placed in a language program, that student is administered the New York State English as a Second Language Assessment Test (NYSESLAT) every spring. If the student tests to proficiency (P) level on the NYSESLAT, he/she will no longer need to receive ESL services. If the student doesn't achieve proficiency (P) on the NYSESLAT, he/she will remain in their selected ESL program every year until he achieves proficiency on the NYSESLAT.
2. If the student is identified as an English Language Learner based on their LAB-R results, their parents are invited to attend a parent orientation. Based on enrollment of newcomers, coupled with LAB-R results, parent orientations are held once or twice a month.
3. Entitlement letters are sent out to the parents once students are identified as English Language Learners. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the parent orientation, parents are given brochures and visual information about the three program choices for ESL, provided by the New York City Department of Education. After the parent orientation concludes, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child.
4. Students are placed in the program their parents have chosen. Parents are invited to a monthly meeting that address any questions and concerns about the ESL program, as well as receive information about their child's process in their selected program. Also, parents are invited to contact the ESL teacher with any questions or concerns. If communication in English is not possible, an interpreter will be provided for that parent in their native language.
5. Given that the Waterside Children's Studio School P.S. 317Q is in its second year of existence, there is only one program choice- Freestanding English as a Second Language (ESL). This is the school's first year. Parents are aware that ESL is the only program available here. The other program choices, Dual Language and Transitional Bilingual, are thoroughly explained during the parent orientation and are made available to them. They understand that these programs are currently not available at this school. If they select one of the other two programs, dual language or transitional bilingual, they are given information as to the steps taken to place their child in their chosen language program. If parents need additional assistance, the ESL teacher, the parent coordinator or any other language staff member will be made available to them. All parents have chosen our only program choice, Freestanding ESL. There were 5 students in Kindergarten who were identified as ELLs, all of which are currently placed in ESL.
6. Currently, freestanding ESL is the only program option available. Parents are made aware of the other ESL programs, Transitional Bilingual (TBE) and Dual Language. If a parent requests the other choices, the ESL teacher will coordinate communication

between the parent and the borough's ISC center to locate a school with the appropriate services for their child. Currently, we have had 5 new students who have been tested and are entitled to language services. All 5 parent selection forms have free standing ESL listed as their first choice. Clearly, our program model aligns with the parents' requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0									0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0									0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0									0
<b>Push-In</b>	1	1	1	1	1									5
<b>Total</b>	1	1	1	1	1	0	0	0	0	0	0	0	0	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 22	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 26

Total	22	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26
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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

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

**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
French									0	0
Other									0	0
<b>TOTAL</b>	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:	Other:
Native American:	White (Non-Hispanic/Latino):

**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	4	8	3	3	5									23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
<b>TOTAL</b>	4	9	4	4	5	0	0	0	0	0	0	0	0	26

## 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.

#### Programming and Scheduling Information

##### 1. Delivery of Instruction

- a. The school currently uses the Push-in/ organizational models for ESL.
- b. For the push-in model, students are placed in heterogeneous groups. The ESL teacher provides supplemental instruction to what the students are learning in that particular content area/ curriculum. For the pull-out model, the students are also pulled out in their heterogeneous groups. They remain in their same grade group. When ELLs are pulled out of their general classrooms, they mostly remain in their heterogeneous group. This is true for kindergarten, first grade, second grade and third grade. When ELLs were placed in their general education classes, they were grouped by grade, not by proficiency level. It is only during their pull out ESL sessions when they are grouped by their proficiency, 45% of their ESL session throughout the school year. When the ESL teacher pushes into the classroom during most of the week, she works with all ELLs within that particular class in that particular grade, regardless of proficiency level.

2. Most of the ELLs are placed in one classroom for each grade, which makes pushing in more feasible. The ESL teacher provides 4 periods a week for each grade/class, as well as pull out beginners and intermediate students for additional periods. Students who are at the beginner and intermediate levels are pulled out from reading and/or writing periods to receive language services. Kindergarten, first and second grade have lunch together, while third and fourth grade have lunch together during the next period. The ESL teacher is provided with the school prep schedule, as well as individual class schedules to create an ESL schedule that will best accommodate the students and the teachers. This insures that all ELLs receive their mandated instructional minutes. Beginners and intermediate ELLs receive 360 minutes of ESL instruction during the week, which equates to seven (7) periods a week. Advanced ELLs receive 180 minutes of ESL instruction during the week, which equates to three and a half (3 ½) periods a week. The instruction times for ELA (180 minutes) for advanced ELLs are satisfied through their ELA instruction with their general education teacher. For a breakdown on program schedules, please refer to ELL Programs under ELL Demographics.

3. For each content area, vocabulary development is a major focus. Dependent upon the content area in which the ESL teacher pushes into, the students will be able to breakdown the actual language of the given text, activity or task of the day and begin with vocabulary. Also, ELLs are given an opportunity to participate in peer tutoring within the classroom. Beginners team up with more advanced ELLs to exchange ideas and reach an understanding of the day's concept(s). Manipulatives are readily available and often used in every content area. Whenever possible, demonstrations of the lesson help ELLs understand and participate in group discussion, eventually guiding them into broader, whole class discussions. Activities where ELLs can move around and interact with other students have been proven to be most effective for ELLs. All ESL instructional approaches and methods are guided by NYS regulations. This school has adopted the Teacher's College Reading and Writing Workshop model, which currently dictates how ELA is delivered in each

grade. We are using Everyday Math to guide our math curriculum for grades K-3. Science and social studies curriculums are guided by scope & sequence. NYS standards also play a role in ESL instruction. Translation services are provided to our ELLs by the ESL teacher or any other language support staff, in conjunction with content area delivery.<sup>9</sup>

4. Instruction for ELL subgroups

a. SIFE: When a SIFE student returns to school, they are given a brief informal assessment of their basic skills and knowledge of English. The student is reintroduced to the classroom environment through displaying language and content objectives and presenting information in varied ways (written, demonstrations, manipulatives). Once the student feels comfortable in their classroom environment, they follow the structured ELL program that is currently in place. If there is a need for extra tutoring, the ESL teacher meets with the student's content teacher and discusses areas for improvement and possible meetings for the student.

b. Newcomers: ELLs who are in US schools less than 3 years take part in a newcomers program their first year. The main focus here is to adapt to the classroom environment, develop their basic English vocabulary and begin Foundations with their content area teacher and with the ESL teacher. After their first year, the program changes to fit the student, addressing any academic weaknesses. Focus is now placed on utilizing the skills acquired in their first year to develop stronger abilities as a reader and writer of English.

c. ELLs receive 4-6 years of service: Students participate in their chosen ESL program, working with the ESL teacher on developing stronger reading and writing skills. At this point, most ELLs are either advanced or proficient in the listening and speaking modalities. All four modalities are addressed in most activities, but deficiencies are more prevalent in reading and writing in English. Making predictions, inferences, brainstorming lists, asking questions about the text help ELLs understand the material. Making outlines, creating charts and using graphic organizers are evident in ESL instruction.

d. Long Term ELLs: Looking at data and conferencing with content area teachers will help create a profile for these ELLs. If needed, teachers will arrange tutoring sessions throughout the school day to pinpoint and address any issue the student is having with a particular concept/content area.

e. Special Needs: Based on their Individualized Education Plan (IEP), students are met in heterogeneous groups within their classes. Other accommodations can be made on a case by case basis. The ESL teacher can meet with the student one on one and provide ESL instruction.

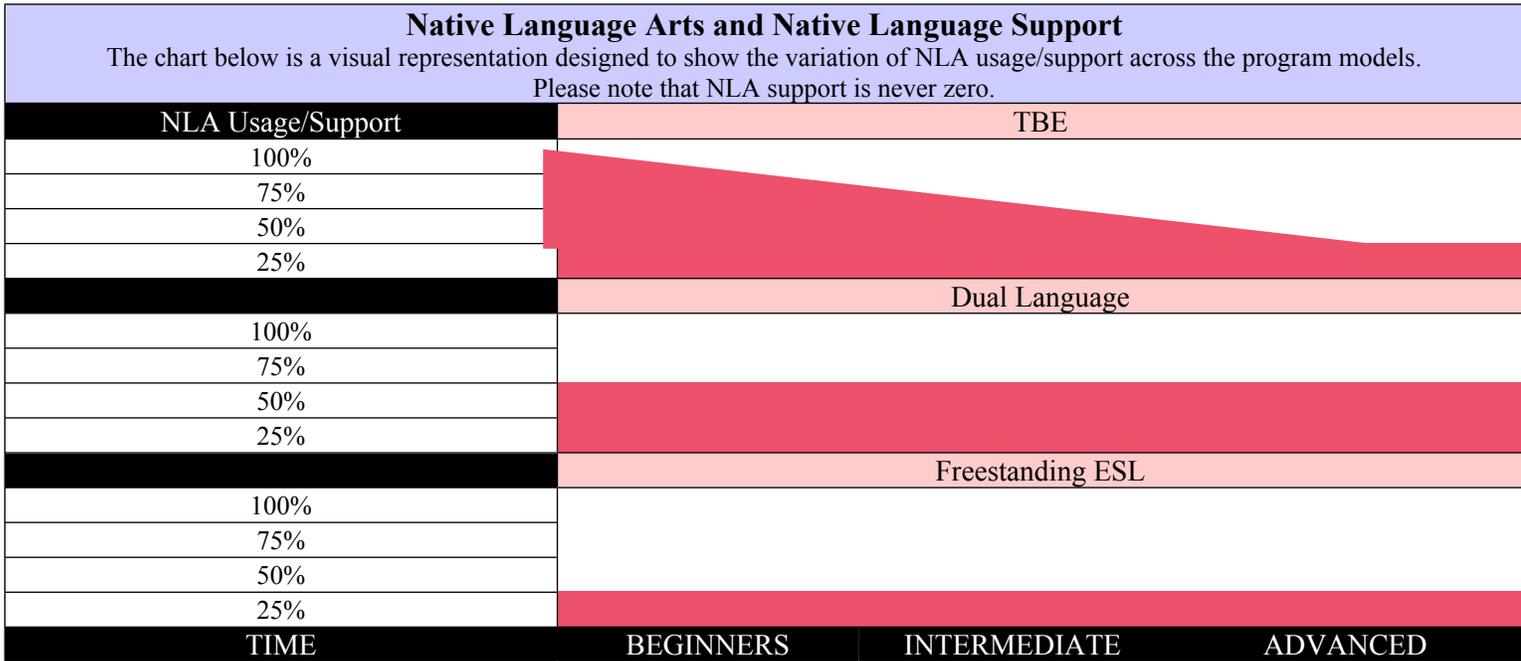
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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. All intervention services are offered in English. After school tutoring is available.

6. ELLs who achieve proficiency on the NYSESLAT will continue to receive ESL support. The length of time of those services will be determined on a case by case basis. They will continue to receive time and a half on state exams.

7. In the upcoming school year, there will be a NYSESLAT prep after school program, in which we will provide additional help in listening, speaking, reading and writing in English. There will be an adult ESL class after school where the parents of ELLs can utilize the language skills acquired in this class to help their children at home.

8. Currently, there are no programs that will be discontinued.

9. All students, including ELLs, are welcome to any program. Millennium, the after school program, provides entertaining activities for the students, as well as homework help.

10. ELLs have access to the student computer lab and the school library. In addition, they are encouraged to come to the ESL room, where they can participate in the listening center, select books catered to them in the ESL library, create project-based artwork in the art center, and meet with ESL staff. Regardless of grade and proficiency level, all ELLs have this privilege. They also receive NYSESLAT prep books according to their grade. We are currently using Moving into English, which is divided by grade. For the various proficiency levels, beginners and intermediates have access to level-appropriate audio books to develop stronger listening and reading skills. Advanced students have access to tape records to develop their speaking skills. Books are grouped by levels and genre, which cater to an ELL's individual reading level and interest.

11. With freestanding ESL, the only language spoken is English. The ESL teacher can provide translation services (Spanish) personally or through the DOE, if needed. There aren't any textbooks that cater to any ELL's native language in any content area. Typically, ELLs are given assistance by the ESL teacher or any other language support staff.

12. All required services and resources correspond to ELLs' ages and levels. They are all located in their general classrooms, as well as the ESL room.

13. In the upcoming school year, we plan to create a summer workshop for newcomers before entering school. They will be introduced to staff, take a tour of the school and participate in activities that will make them feel at home with their new environment.

14. Currently, there are no language electives available to students.

### 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)?

### 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.

#### Professional Development and Support for School Staff

1. In addition to professional development workshops held at the school every other week, all ELL personnel participate in Teacher's College Workshops once a month, as well as ELL meetings held by the district and the network, ICI. Also, ESL staff takes part in the school cabinet. The purpose of the school cabinet is to discuss instructional strategies and methods that would address any academic difficulties for all students, including ELLs.

2. The ESL staff must attend each individual grade level meeting once a month to discuss ELL progress and how the content area teachers can further develop the students academic and language proficiency. The meetings are designed to enable communication between the principal and pedagogues about various topics, including transitioning students into middle school. The building is shared by two other schools, one of them being a middle school. They provide insight and information as to how we can help our students' transition into middle school.

3. There are bi-weekly professional development workshops held for all teachers at the school. The ELL training workshops will take place once a month. They address topics ranging from literacy, informal and formal assessments to translating NYSESLAT data into effective instruction for all levels.

### 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?

#### Parental Involvement

1. The Parent Teacher Association (PTA) is open to any and all parents of students, including ELLs. ELL meetings are held once a month for parents who inquire about instruction, assessment, curriculum and how to help their students acquire the language at home. Parents

are welcome to Family Fridays, which are held once a month. They are invited to sit with their child and read. The ESL teacher provides assistance to those parents who need translation.

2. The school is currently under the Children's First Network 204. We are also partnered with Young Audiences, an art program for parents and students.

3. Along with letters sent home with the child, surveys are handed out to assess the needs of the parents, including those of ELLs. Surveys are given during PTA meetings, which are held once a month.

4. Based on surveys, interviews and other mediums, parents are mostly concerned with helping their child maintain a level of success comparable to a non-ELL student. Activities such as Family Friday and our monthly ELL parent meeting provide a platform to discuss these concerns and come up with solutions that will help both parent and ELL achieve their goals, in academics and language acquisition.

## 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)														0
Intermediate(I)														0
Advanced (A)	4	0	0	0	0									4
Total	4	0	0	0	0	0	0	0	0	0	0	0	0	4

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0	0								
	I	0	2	1	0	0								
	A	0	6	3	4	3								
	P	0	1	0	0	1								
READING/WRITING	B	0	6	2	0	0								
	I	0	3	1	2	2								
	A		0	1	2	1								
	P		0	0	0	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	1	3	0	0	4

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
5							0
6							0
7							0
8							0
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		0		0		0		0
4	2		0		2		0		4
5									0
6									0
7									0
8									0
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				

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

placed on developing better readers and writers.

2. As mentioned earlier, students are having difficulty when it comes to reading and writing. Almost all of the ELLs in second grade have achieved proficiency in listening and speaking in English. As we move up in grade, you will see that reading and writing does improve. The inconsistencies are due to new enrollment of ELLs (newcomers).

3. The patterns presented by the NYSESLAT data show that there should be more focus on reading and writing. Reading and writing workshops will be the most effective when strategies are introduced and reinforced as often as possible. Fortunately, there is a reading workshop and a writing workshop in the ELLs daily schedule. The ESL teacher provides additional support during these workshops, whether it's reinforcing how to make a prediction or learning to write an outline for an essay.

4. ESL:

a. There are no state exam scores or native language test scores to compare to NYSESLAT data as of yet.

b. During grade level team meetings, school leadership and teachers are given the results of the ELL periodic assessment. Teachers adapt their instructional strategies and methods to address any issues ELLs may have.

c. The Periodic Assessments reveal that ELLs need to improve in reading and writing. Freestanding ESL is the only program available but the ESL teacher provides native language support when needed, through translation or other means.

5. The success of the ELL programs are evaluated through the NYSESLAT Data, the NYS exams, the student's individual success in all content areas (progress reports) and informal assessments from the ESL instructor.

### 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.

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		