



[WATERSIDE SCHOOL FOR LEADERSHIP MS318]

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

SCHOOL: (27Q318)

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

TELEPHONE: 718-634-1128

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SECTION I: SCHOOL INFORMATION PAGE

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

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

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Connie Brunson

PRINCIPAL: Linda T. Munro

UFT CHAPTER LEADER: Anthony Thomas

PARENTS' ASSOCIATION PRESIDENT: Keshia Cole

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

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

SSO NETWORK LEADER: Elmer Myers

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

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Waterside School for Leadership (WSL) is located in the Seaside Campus, formerly PS 225. One of three schools housed within the building, our school currently serves 133 students in grades 6 and 7 and will attain one grade level each year to become a full zoned middle school, serving the families of the Rockaway Park area of Queens. The school has 5 general education classes, 2 special education classes with a 12-1 classification and 1 CTT class.

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

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

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

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

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

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Waterside School for Leadership				
District:	27	DBN #:	27Q318	School BEDS Code:	342700010318

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> * 6	<input type="radio"/> * 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K							92.3%		
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2							93%		
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5							92%		
Grade 6	0	0	72	Students in Temporary Housing: Total Number					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8							2		
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11							1		
Grade 12				Suspensions: (OSYD Reporting) – Total Number					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total							12		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes			12						

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes			0	Principal Suspensions				9
Number all others			60	Superintendent Suspensions				3
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only			5	Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				4
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				1
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				1
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				75%
American Indian or Alaska Native			2	Percent more than two years teaching in this school				0
Black or African American			1	Percent more than five years teaching anywhere				25%
Hispanic or Latino			21					
Asian or Native Hawaiian/Other Pacific Isl.			36	Percent Masters Degree or higher				100%
White			10	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				100%
Multi-racial			2					
Male			40					

DEMOGRAPHICS							
Female			32				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" 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:	NA		
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							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

What the school does well

- Under the leadership of the new principal, all constituencies-staff, students and parents- are valued, creating a respectful, safe, supportive and inclusive learning environment.
 - o To ensure consistency, students are matched to an advisor for their duration at Waterside, creating a "go to" person for families. Middle School scholars form positive relationships with their advisers, teachers and with their peers. Students are well supported by the adults who continue to provide academic support in a small safe learning community.
 - o Students' voices are heard in a student council, with elected officials and class ambassadors meeting with the administrative team, as part of the leadership development vision.
 - o Clear expectations are set forth in the Waterside Handbook and hall displays. Orientation letters are supported by a Merit System, where scholars are recognized for being an academic or social upstander. This creates a sense of shared ownership for the school community.
- The school's proactive parent outreach has resulted in increased participation and engagement, as evidenced in the Parent Communication Log and attendance at school-wide events.
 - o Prior to the start of the year, open houses are provided for a meet and greet and the principal personally visits families' homes during the summer for all incoming students. Prior to state exams, the principal personally called every family with last minute reminders.
 - o Detailed progress reports are sent home with second chance opportunities and a section on how parents can help their child to succeed.
 - o In addition to flyers, monthly calendars, newsletters, special events such as a school-wide pot luck, recognition assemblies and community meetings, the school has developed an interactive website to keep parents well-informed of both expectations and ways to participate in school community.
- The school conveys high expectations for all students, thus impacting student achievement. as evidenced by the number of students named on the displayed Honor Roll, as well as the Top Ten list for making progress., as well as the earned participation for Merit Trips.

o Classes, named for universities, engage in college-themed projects in their advisories, supported by visits to university. (e.g. Columbia University field trip) Students and parents articulate college expectations, which they say is “new” to them.

o Expectations are set forth in their brochure, student handbook, flyers, hall displays and in student-staff dialogue. This work is further supported through the development of Individual Learning Plans (ILPs) with embedded goals for each student. Students comment that Waterside’s expectations get them ready for college, while other middle schools just get you ready for high school.

- Teachers have access to both on-site and off-site professional development provided by either school personnel or members of the Learning Support Organization.

What the school needs to improve

- Overall results for the 6th grade students show only 21% of students scoring at levels 3 and 4 in ELA and 45% of scholars scoring at levels 3 and 4 in math. This is the primary area for improvement.
- Extend and expand current systems and structures for data analysis to drill down to all subgroups.
 - Currently, the school has been using data analysis to examine readiness levels, general education and special education populations. They have not yet looked deeply at ELL and gender sub-groups. Waterside is working to develop a system of collecting and utilizing data to best meet the needs of each individual student.
 - Further utilize protocols for analyzing and documenting student work and outcomes to strengthen curriculum and instruction to improve student learning. Currently, the school uses The Collaborative Assessment Conference protocol. They have a plan to put other protocols in place, such as Problem Pose/Problem Solve and/or Critical Friends protocols, to streamline their reflective process while creating a targeted action plan.
- Extend data use to include learning styles and interest surveys to create an even more personalized learning environment and deepen the work around differentiation to create a more coherent set of policies and practices across the school
 - Currently, the school gets to know their students through advisory and that information is informally shared at team meetings. They have yet to systematize the process to make information available to all, as the school grows.
 - Differentiated student work product options are in evidence on a regular basis; the school has yet to embed differentiated processes as a school practice across classrooms
- Continue to improve the curriculum by expanding the range of arts subjects available for all students.

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.

1. In the 2010-2011 school year, WSL will increase parent participation and involvement as evidenced by a 5% increase in parent attendance at guidance conferences, Family Workshops and monthly parent-teacher association meetings when measured against average attendance from the 2009-10 school year.
2. 100% of teachers will engage in professional development around differentiated instruction that addresses the needs of scholars with varying reading and writing levels. 60% of the teachers will implement differentiated instruction strategies.
3. Waterside will work to improve the attendance rate of our incoming 7th grade class by 2% by June 2011 as compared to the overall school attendance rate from the previous year as indicated by the school's periodic attendance report for current and previous years.
4. In the 2010-2011 school year, we will improve the number of scholars NYS ELA scoring at proficiency level 2 by 8%.
5. By June 2011, Waterside School for Leadership will demonstrate a 15% decrease in Principal and Superintendent Suspensions as evidenced by OORs reports, parent meetings and documented instances.

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): Parent Involvement

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2010-2011 school year, WSL will increase parent participation and involvement as evidenced by a 5% increase in parent attendance at guidance conferences, Family Workshops and monthly parent-teacher association meetings when measured against average attendance from the 2009-10 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>WSL will:</p> <ul style="list-style-type: none"> • Form an effective PTA organization to lead parent outreach efforts and while supported by teachers and administrators • COSA/ Office staff will send surveys to parents and guardians to ascertain most convenient days and times for meetings. Then provide parent activities at various times, AM workshops, evening and weekend times to meet the needs of ALL Waterside parents as reported in Parent surveys distributed at the start of the school year. • Target our work by using use data from the 2009-10 NYC School surveys to address areas of concern and incorporate parent feedback. • Use technology in the form of the waterside webpage at www.watersideschoolforleadership.com will keep parents informed about scholar/parent activities, updated information and curriculum components • Encourage active participation on the SLT & monthly Parent-Teacher Association meetings by aligning celebratory activities with the meetings. Organize engaging events, monthly parent workshops and activities for parents based on parent feedback • Providing ongoing training and assistance in the use of ARIS for all parents. • Distributing and reviewing Family Handbooks which included our family compact, ways that families can assist the school and reach us for assistance. • Advisors and teachers will contact all parents within the first two weeks of school to establish a positive first line of communication and share contact information. • Teachers and guidance counselors will make more phone calls to homes to report good news about scholars and academic updates.

	<ul style="list-style-type: none"> • Budgetary funds will be used to purchase scholar planners. With this book, parents, scholars and teachers can communicate daily • Our School Website www.watersideschoolforleadership.com will serve to continuously update parents, teachers and community members on events, curriculum and school improvement plans • Each staff member will receive a Waterside email address to share with scholars, peers and families to communicate concerns and thoughts • Progress Reports will be sent out every three weeks for advisory • Monthly parent newsletters will keep families informed (which serve as evidence of communication.) • Weekly Waterside Staff memos to keep staff updated • Monthly faculty conferences will be used to discuss methods of communication which will be serve the Waterside Community • WSL will use GoogleDocs.com to share documents and scholar interest inventories with other staff members • Online tracking of Meeting minutes and agendas • Checking of our Parent Suggestion box for families to leave anonymous messages. • To utilize School Messenger Phone system which will alert staff members and parents of upcoming events and ways that they might assist in their child’s educational experience. • To increase parent school relationships through collaborative use of Teacher Ease which affords parents an opportunity to communicate with their child’s teacher and to access immediate achievement information per individual class teachers • Hosting of Open House/Curriculum Night for families to meet advisors and ask any pressing questions.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • One percent of Title One funds will be utilized to support a series of monthly workshops for families. In addition, a portion of TL Fair Scholar Funding has been set aside for SLT meetings and food for events. Per Session funds using Title 1 SWP funds will be used for facilitators of Monthly Parent Meetings.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This will be measured by</p> <ul style="list-style-type: none"> • Event attendance sheets which will be examined, compared and reviewed periodically to monitor the increase in parent involvement. • Attendance sheets for Open School Day & Night indicating increased participation, monitor the number of parents attending family events, • Positive Feedback on School-based parent surveys and Learning Environment Survey re

	<p>Progress Report</p> <ul style="list-style-type: none">• Parent coordinator reporting increased parental contact• Through emails, phone calls and visits
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<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ▪ 100% of teachers will engage in professional development around differentiated instruction that addresses the needs of scholars with varying reading and writing levels ▪ 60% of the teachers will implement differentiated instruction strategies
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teachers will participate in professional development on differentiated instruction practices through network support ▪ One on one coaching offered through the network ▪ Administrative observations focused on clear learning objectives and differentiated instruction strategies ▪ Check lesson plans for alignment with State standards ▪ Constructive feedback from administration to teachers relative to differentiated instruction ▪ Teachers will meet once a week to share data, best practices and develop action plans to address scholar needs ▪ Technology is used to further differentiate instruction. ▪ Teachers are encouraged to maintain and update Data Binders which are used to monitor scholar progress ▪ Math Club and Newspaper Club meets weekly to challenge both level 3 and 4 scholars to delve deeper into mathematical/ Research concepts and challenge higher order thinking.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>	<ul style="list-style-type: none"> ▪ Title 1 10% will be set aside for teacher Professional Development in ELA instruction and AUSSIE consultations. Additionally NYSTL funds will be used to purchased additional books at various levels and computer reading programs directed at our ELL scholars. Fair Scholar Funds will also be used for afterschool/ Saturday per session.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Teacher lesson plans/unit plans are evidently planned with differentiated strategies which consider scholars' needs ▪ Varied scholar work reflect improved outcomes and differentiated assignments ▪ Teachers using rubrics and targeted feedback consistently ▪ Increased level of scholar engagement observed through classroom visits <p>Agenda and sign in sheets for professional development</p>

<p>Annual Goal 3. Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Waterside will work to improve the attendance rate of our incoming 7th grade class by 2% by June 2011 as compared to the overall school attendance rate from the previous year as indicated by the school's periodic attendance report for current and previous years.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use data from the 2009-10 NYC School surveys to address areas of concern and incorporate scholar feedback which will promote a positive environment where scholars want to come to school. • Advisors monitor Attendance of At Risk Scholars (Less than 90% attendance) • Conduct Needed Outreach Services and offer guidance/ counseling • Coordinate with Attendance Teacher • Use of school merit system to reward scholars with high attendance rates with trips. • Acknowledge scholars with high attendance rates at award ceremonies • Use the School Messenger voice messaging system to place calls to parents and guardians of scholars who are absent from school and inform parents of their child's non-attendance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>	<ul style="list-style-type: none"> • Tax levy funds were used to secure our LSO which will help to support our attendance teacher. In addition, our budget also supports the hiring of 1/3rd of a Guidance Counselor as opposed to the 1/5th we had last year.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Our LSO will provide a shared attendance teacher to support our scholar attendance efforts. Advisors will working with the Guidance Counselor to discuss ways to encourage scholar to come to school. Our TL Fair Scholar funding will fund the Merit trips and positive incentives for our scholars.</p>

<p>Annual Goal 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2010-2011 school year, we will improve the number of scholars NYS ELA scoring at proficiency level 2 by 8%.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Inquiry Team will collect and analyze data and work collaboratively with teachers throughout the year to inform planning and instruction
- Implementation of balanced literacy prototype based on the Common Core State Standards including the use of rubrics, interim assessments, and classroom libraries.
- Professional development and action planning around the Common Core State Standards.
- Writing portfolios will be maintained by scholars in their English classes
- After-School and Saturday programs will offer additional targeted tutoring for Level 1 and 2 scoring scholars.
- Scholars will participate in 90 minute literacy blocks which includes time for word- work and independent reading time to engage scholars in the reading process through books of their choice
- Scholars will sit for a mock examinations to track Performance
- Common Planning time will be allocated for teachers to discuss best practices in English Language Arts
- Monthly scheduled intervistations for teachers in ELA.
- Informal and formal observations to monitor literacy instruction and progress in all classrooms.
- ELA teachers will conduct Fountas and Pinnell reading inventories with scholars throughout the school year and track progress in addition to having classroom libraries clearly leveled according to reading levels
- LSO support and Aussie consultants will conduct PD sessions in differentiating instruction with a focus on literacy and ways to incorporate literacy into all subject areas.
- Challenging, grade-appropriate assessments in writing. Revision of rubrics to assess writing.
- Use of reading logs and reasonable reading rubrics to hold scholars accountable for reading
- School-wide celebrations of reading and writing such as Poetry Slam and interclass sharing of response to published pieces
- Parent workshops that focus on preparing scholars for the state ELA exam

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

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.

- Title 1 10% will be set aside for teacher Professional Development and AUSSIE consultations. Fair Scholar Funds will also be used per session during teacher scoring sessions as well as Per Diem co for teachers who attend workshops.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Higher percent of scholars scoring at Level 2 on the ELA Exam ▪ Acuity predictive ▪ Informal and formal observations ▪ Professional Development Agendas ▪ Scholar Reading Responses
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ▪ By June 2011, Waterside School for Leadership will demonstrate a 15% decrease in Principal and Superintendent Suspensions as evidenced by OORs reports, parent meetings and documented instances.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Expectations for behavior are made clear and consistent for all staff/scholars through Scholar Handbook and Posted Behavior Chart ▪ Presentation of DOE Discipline Policy at Family Orientation and Open Houses ▪ Teacher professional development in the area of classroom management as needed. ▪ Funding of Part-Time Dean to monitor scholar behavior and respond to scholar behaviors ▪ Revision of school hierarchy to include scholar reflection around undesirable behaviors ▪ Guidance and deans will coordinate school-wide bullying prevention program and develop a Upstander advisory contract to be signed by scholar, teacher and parent. ▪ Advisors will teach anti-bullying techniques, behavioral expectations and support conversations about being an upstander in our school wide Advisory program. ▪ Scholars will have opportunities during their advisory group and community meeting forums to learn about and discuss stressors and coping skills that lead to positive choices. ▪ All advisors and teachers will participate in professional development and will receive a plan for implementing a bullying prevention program in their classrooms. ▪ All classroom teachers will implement instruction and activities against bullying and promoting upstander behavior. ▪ The team will provide parent workshops for preventing bullying. ▪ An intervention group will be developed based on staff and parent input to target scholars that are identified as bullies. ▪ Implementation of School-wide advisory program to reinforce interpersonal communication skills/activities that will improve relationships between scholars, staff, and potential employers ▪ Positive incentives in the form of merits and trips for scholars who exemplify positive behavioral expectations for scholars ▪ Parent, Teacher and Guidance conferences after first occurrence to lay out comprehensive Waterside Action plan

	<ul style="list-style-type: none"> ▪ Scholar Council to partner with peers and provide mediation/ advice for situations ▪ Weekly PPT meetings for staff to discuss scholar behaviors/ trends and proactively address problem behaviors ▪ Keep files for each scholar, tracking the behavior modification progress and following up with teachers to ensure that behavior is improving.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> ▪ Title 1 10% will be set aside for teacher Professional Development in classroom management. Scholar funding will fund the Merit trips and positive incentives for our scholars. Our budget also supports the hiring of 1/3rd of a Guidance Counselor as opposed to the 1/5th we had last year.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Signed Upstander Contracts for all scholars ▪ Incorporation of Upstander strategies into ELA and leadership curriculums ▪ Staff will include discussions of the program in their grade level and content area agendas. ▪ Staff will use sign in sheets for the participation in the program and/or workshop. ▪ OORS reporting system

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

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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 (SURRE)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR SCHOLARS 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 scholars 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 scholar 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 Scholars Receiving AIS	# of Scholars Receiving AIS	# of Scholars Receiving AIS	# of Scholars Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	25	27	0	3	6	3		As needed
7	31	15	0	0	5	2		As needed
8								
9								
10								
11								
12								

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

- Scholars 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.
- Scholars 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.
- Scholars in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

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

Part B. Description of Academic Intervention Services

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

At-risk Services Provided by the Social Worker:	NA
At-risk Health-related Services:	On an as needed basis during the day

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.

MS 318 Waterside School for Leadership Language Allocation Policy Team Composition Language Allocation Policy

Principal: Linda T. Munro
Dean: Anthony Thomas
Parent Coordinator: N/A
PTA Contact: Keisha Cole
Scholar Intervention Coordinator: Dwight Curwen
ESL Teachers: Katherine Morales

Teacher Qualifications

Waterside School for Leadership has an eager staff servicing the ELL population consisting of permanently licensed content area teachers (Math, ELA, Social Studies, ELA, Science, Foreign Language). Our LSO provides support to all teachers

Narrative

The Waterside School for Leadership has a total of twenty-five English Language Learners (ELL). Nine scholars are currently in grade 6 and 5 are in grade 7. With regards to proficiency levels, 13 scholars scored at the advanced level on the NYSESLAT exam, 9 scored intermediate and 3 are beginners. All ELL scholars enrolled at M.S. 318 participate in free standing ESL classes.

Our English Language Learners are held to the same high standards and expectations as all other scholars in our school. All goals and strategies for our English Language Learners are aligned with the New York State ESL Standards, New York State ELA and Math Standards and best practices in education. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers. A review of the NYSESLAT data indicates that our scholars struggle with writing and reading skills hence our instructional program focuses on these skills.

Implications for Instruction

Technology is used in the ESL classes to support scholars' writing. Additional scholars are provided with differentiated instruction that focuses on all aspects of grammar, writing, and mechanics. ELL enrolled at MS 318 receives Academic Intervention Services in small groups that focus on writing and grammar skills as well. Reading centers are utilized in ELL classrooms to facilitate the use of books on tapes, comprehension exercises and activities.

Our classroom libraries consist of ESL, reluctant readers, and multi-cultural libraries. Additionally, ESL dictionaries are available in all classrooms. Classrooms are supported with Smartboards, computers, and overhead projectors. With regards to Professional development, our ESL provider and other staff members have received professional development in teaching reading and writing in the content area, as well as in technology based programs that are available at MS 318. Instructionally, scaffolding is an essential part of the instructional delivery, such as Modeling, Contextualization, Text Representation and Metacognition. Our

teachers work to assist scholars during work periods, Conferencing with scholars in and out of class, informal assessments, and running records. In addition, small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

In addition, we have also begun to implement the following strategies to address the needs of our scholars:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze scholar's data to identify strength and weakness, utilize the findings to drive and differentiated instruction and make sound educational decisions.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- Provide opportunities for scholars to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of all lessons, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer

Plan for Newcomers

When a new scholar is registered in our school, we provide the following resources to facilitate the transition.

- An informal scholar orientation
- Buddy system identifying a similar scholar in his/her class that will assist during the day
- Encourage scholar to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

Plan for Long Term ELLs

An analysis of the scores for long terms ELLs on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of scholars in all content areas to differentiate instruction for literacy needs

Parent Choice

During our registration process for our newly enrolled scholars the parents are required to complete a Home Language Identification Survey (HLIS). This survey gives the school information on the languages spoken in the home. If the HLIS indicates a language other than English, the scholar is administered an English proficiency test called the Language Assessment Battery Revised LAB-R. The LAB-R is administered during the first ten days of school. Performance on the LAB-R determines if scholars are entitled to English Language development support services (ESL). If the LAB-R results show that a child is an English Language Learner (ELL) and Spanish is used in the home, the scholar must also take a Spanish LAB to determine language dominance. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine

languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. MS318 is proud to offer Freestanding ESL program which uses a pull-out model to conform to the parental choice selections. In our pull out model, our ELL scholars are pulled out of their regular classes and provided individualized instruction by our ESL teacher to meet proficiency in the targeted language.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, MS 318 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Scholars – 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. Scholar and School Information

Grade Level(s) 6/7 Number of Scholars to be Served: _____ LEP _____ Non-LEP

Number of Teachers 14 Other Staff (Specify) Shared Guidance, ESL and SBST staff members

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 scholars attain
WSL CEP 2010-11

English proficiency while meeting State academic achievement standards. They may use both English and the scholar's native language and may include the participation of English proficient scholars (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) scholars. The description must include: type of program/activities; number of scholars 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.

The ESL Program at Waterside School for Leadership (MS 318) is designed to develop the basic interpersonal communicative skills of our ELLs. It also strives to improve the development of Language Proficiency by integrating simple yet effective ESL methodologies throughout the curriculum and content areas. Program planning and management description to include identification and placement of ESL certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction. ESL scholars will be serviced by a certified ESL teacher during the humanities period in addition to pull-out services.

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

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

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

In an effort to develop the language skills and fluency of ELL population at M. S. 318, we will use the Workshop model which follows all the balanced literacy components, (researched-based), such as Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided

Reading/Writing. In addition to the Model, we will incorporate audio/visuals, listening centers, graphic organizers, and manipulative. Teaching strategies that will be used to meet the different needs of our ELL scholars are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction and pair share activities. Our English Language Learners will be encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction.

Our ELL intermediate scholars receive 360 minutes of ESL instruction per week, while our advanced scholars receive 180 minutes of ESL instruction a week. ESL instruction is conducted in the English language with references made in Spanish and French, as needed, when differentiating word meanings and the utilization of context clues.

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

Middle School 318 in conjunction with Innovative Educational Programs will provide a vibrant after school program for all scholars. The program will be instructional. It will assist scholars with math and ELA. All English Language Learners will be encouraged to attend. ELL scholars are enrolled in supplemental AIS programs such as Ticket to Read, a computer based program for struggling readers. ELL scholars participate in various activities such as soccer, math club, performing arts club, ELA/ Book club, chorus, technology club and Saturday Academy.

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

At MS318 our parents will go through a Parent Orientation informing them of the various programs we have available for our ELL’s scholars. These include applications for the After school Program and voluntary enrollment or Saturday Enrichment Program. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

We continually work with our parent coordinator to conduct workshops for parents of English Language Learners to further inform them of issues pertaining to the instruction of their children. Furthermore, through frequent communication, both written and oral, in the language (s) and or level of parents understanding both the parent and community are given the necessary information to make informed decisions about their child’s education and when necessary, arrangements for an interpreter is present to translate information about their child’s academic progress and school concerns and events.

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 scholars.

Professional development is provided by school staff, community learning support personnel organization. Our school will also focus professional development on Differentiated Instruction strategies. These PD sessions take place on a monthly basis at Faculty meetings as well as at grade conferences. Additionally, as needed, staff members participate in PD sessions provided by our Network as well as those offered city-wide.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population within the prescription of the Balanced Literacy Prototype.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

- Support Personnel: Workshops taken by teachers on our staff have included:
 - o Scaffolding in the content areas
 - o Native Language Literacy Development
 - o Differentiation in the ESL classroom
 - o Differentiation in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
 - o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended.
 - o Social Studies and Technology workshop

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

Part B: Strategies and Activities

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$100180		\$100180
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1002	\$15	\$1017
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5009	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$10,018	*	

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening scholar 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 scholar academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and scholars will share the responsibility for improved scholar 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 scholars, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen scholar 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.

Parent Involvement Policy (PIP)

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

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

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

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

We will work to ensure:

- a. that our parents play an integral role in assisting their child’s learning
- b. that our parents are full partners in their child’s education and are included in decision- making to assist in the academic success of their child.

- c. that our parents are encouraged to be actively involved in their child's education here at the Waterside School for Leadership

Waterside will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- a. Scheduling day and evening PTA meetings to accommodate working parents.
- b. Scheduling workshops to acquaint parents with Literacy/Mathematics/ELL curriculum, standards, assessments.
- c. Encourage parents to join the School Leadership Team and the PTA
- d. Encourage parental involvement by becoming a school volunteer.

Waterside will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- a. Holding meetings to present the school report card. Address questions to provide a thorough understanding of the growth and the needs of the scholars.
- b. Issuing monthly notices and bulletins for parents to make them aware of the activities of the School Leadership Team and new initiatives from the Department of Education and the school.

Waterside will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve scholar academic achievement and school performance:

- a. Coordination of Community Based Organizations (CBO) to present effective parental involvement activities to improve scholar academic achievement and school performance
- b. Provide internet classes to teach appropriate use of the web to help their children
- c. The Parent Coordinator will facilitate two meetings a year to inform parents of Part 154 options and make multiple phone calls to confirm their child's placement.

Waterside will coordinate and integrate Title I parental involvement strategies such as:

- a. Scheduling a meeting with the Parent Coordinator early in the school year for parents of new scholars.
- b. Reviewing with parents of new scholars the school policy and parent involvement opportunities i.e. PTA, School Leadership team
- c. Reviewing grade appropriate curriculum, and placement of English Language Learners in appropriate programs
- d. Distributing parent booklets: Helping Your Child Move on to Middle School (English & Spanish), What's up with Middle School?

Additional opportunities for our parents to become involved:

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

Family workshops

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

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

As a New School we will also work to:

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

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

ATTENDANCE:

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

CLASS WORK and HOMEWORK:

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

CODE OF CONDUCT:

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

FAMILY SUPPORT:

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

SCHOLAR DRESS POLICY:

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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 scholar academic achievement standards.

As previously mentioned, the School Leadership Team conducted a needs assessment at the end of the school year and decisions were made based on the findings. The findings are listed as the areas the school needs to improve and the Action Plan indicates the measures that the school is taking to address the needs.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of scholar 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.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Schoolwide reform strategies are outlined in the Action Plan

3. Instruction by highly qualified staff.

Waterside will be proactive to ensure highly qualified personnel are recruited and retained. Additionally, the school will ensure that all staff are programmed to teach in areas that they are highly qualified. Teachers that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration. Waterside, and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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 scholar academic standards.

As previously indicated, all staff members are engaged in professional development to ensure that they are familiar with State standards and instructional strategies that are successful with the population. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

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

The school administration is cognizant of the fact that it is located in a hard to staff, high need community hence it ensures that the school has an exceptional learning environment. This is reflective in the Learning Environment survey and the school will ensure that this standard is maintained. The Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the Region. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows, Teaching Candidates and TFA candidates.

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

The school conducted a survey of parents to determine the days and times that parents are available to participate in activities. This information is used to schedule workshops for parents.

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.

N/A

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 scholars and the overall instructional program.

All staff members at MS318 are involved in data analysis and are provided with all assessment data of scholars they teach. Data analysis is done on an ongoing basis and takes place in the common planning meetings. Teachers will be engaged in ongoing discussions and decision-making processes with Waterside and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual scholars and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of scholar performance to drive instruction.

9. Activities to ensure that scholars 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 scholars' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Scholars are placed in instructional groups based on their academic needs and are provided with intervention services based on their achievement level. Staff members are working to provide differentiated instruction and tiered assignments.

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.

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and scholar support services to all scholars served by the Title I Schoolwide Program.

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 scholars 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 scholars.

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 scholars with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

		(R)			FY'11 school allocation amounts)	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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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 scholars served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR SCHOLARS 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 Scholars 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 scholars 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/TitleIPartASetAsideforScholarsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Waterside School for Leadership has 1 scholar in temporary housing.

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

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

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Scholars 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 scholars 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 scholars, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	WATERSIDE SCHOOL FOR LEADERSHIP					
District:	27	DBN:	27Q318	School		342700010318

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				92.4
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				95.5
Grade 4		0	0				
Grade 5		0	0				
Grade 6		72	64				
Grade 7		0	69				84.3
Grade 8		0	0				100.0
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				3
Grade 12		0	0				
Ungraded		0	0				
Total		72	133				1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		12	20	Principal Suspensions			16
# in Collaborative Team Teaching (CTT) Classes		0	4	Superintendent Suspensions			4
Number all others		9	11				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only		7	TBD
# ELLs with IEPs		1	TBD
Number of Teachers			5
Number of Administrators and Other Professionals			2
Number of Educational Paraprofessionals			1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			3	% fully licensed & permanently assigned to this school			75.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			20.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		2.8	1.5	% core classes taught by "highly qualified" teachers			73.3
Black or African American		50.0	49.6				
Hispanic or Latino		29.2	29.3				
Asian or Native Hawaiian/Other Pacific		1.4	3.0				
White		13.9	15.8				
Male		56.9	55.6				
Female		43.1	44.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

**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 607	District 27	School Number 318	School Name Waterside School fo
Principal Linda T. Munro		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Katherine Morales/ESL		Guidance Counselor Gina Curcio/ Dawn Ackerman	
Teacher/Subject Area Quianna Lawrence/ SS		Parent Keisha Cole	
Teacher/Subject Area Dwight Curwen/ ELA and Math		Parent Coordinator	
Related Service Provider		Other Anthony Thomas UFT/ SPED	
Network Leader Elmer Myers		Other Allison Isaac/ COSA	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	134	Total Number of ELLs	14	ELLs as Share of Total Student Population (%)	10.45%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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 School for Leadership I.S. 318Q 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 no new students in 6th or 7th grade who were identified as ELLs.
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 do not have any newcomers to our ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							9	5						14
Total	0	0	0	0	0	0	9	5	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	1
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	5

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	11
Total	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	11

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

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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							6	2						8
Chinese							1	0						1
Russian														0
Bengali														0
Urdu														0
Arabic							2	2						4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1						1
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	9	5	0	0	0	0	0	14

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.

The ESL Program at Waterside School for Leadership (MS 318) is designed to develop the basic interpersonal communicative skills of our ELLs. It also strives to improve the development of Language Proficiency by integrating simple yet effective ESL methodologies throughout the curriculum and content areas. Program planning and management description to include identification and placement of ESL certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction. ESL scholars will be serviced by a certified ESL teacher during the humanities period in addition to pull-out services.

Our ELL intermediate scholars receive 360 minutes of ESL instruction per week, while our advanced scholars receive 180 minutes of ESL instruction a week. ESL instruction is conducted in the English language with references made in Spanish and French, as needed, when differentiating word meanings and the utilization of context clues.

In addition, we have also begun to implement the following strategies to address the needs of our scholars:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze scholar's data to identify strength and weakness, utilize the findings to drive and differentiated instruction and make sound educational decisions.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- Provide opportunities for scholars to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of all lessons, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer

Plan for Newcomers

When a new scholar is registered in our school, we provide the following resources to facilitate the transition.

- An informal scholar orientation
- Buddy system identifying a similar scholar in his/her class that will assist during the day
- Encourage scholar to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

Plan for Long Term ELLs

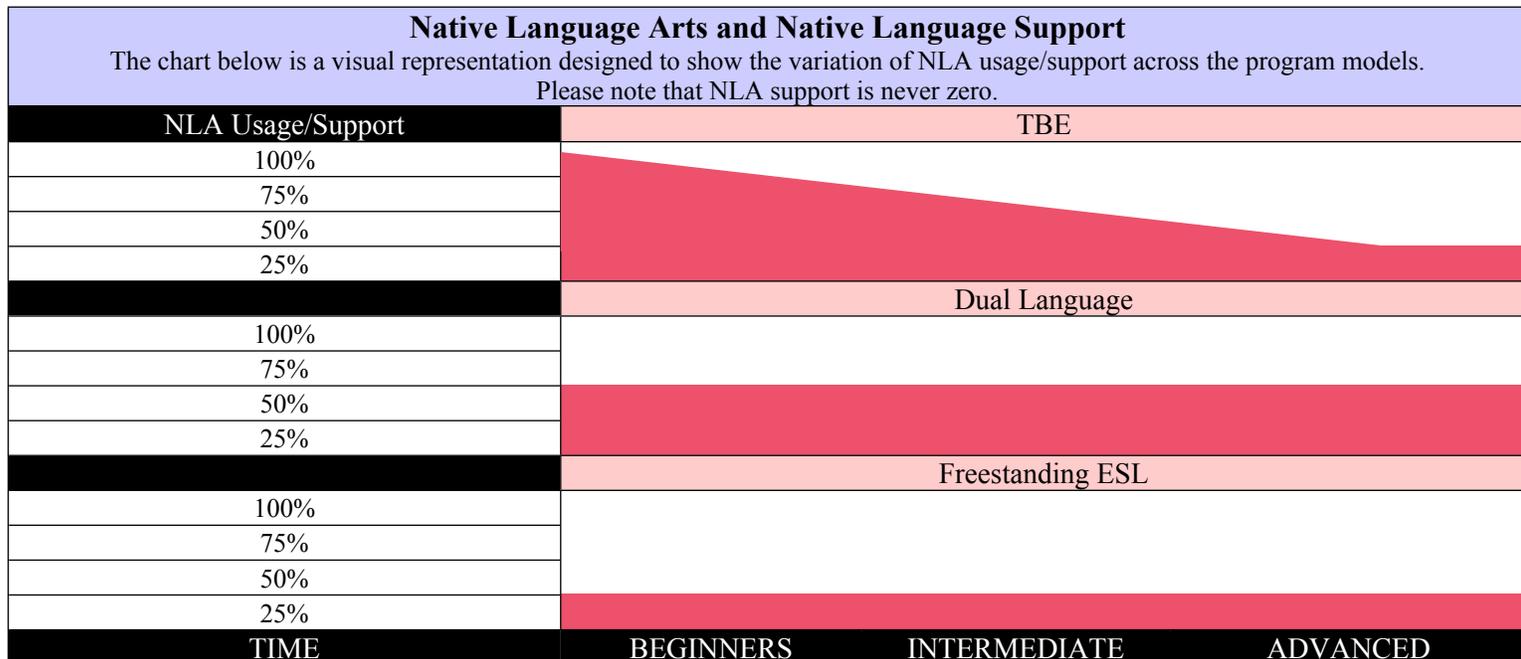
An analysis of the scores for long terms ELLs on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of scholars in all content areas to differentiate instruction for literacy needs

All ELL students are invited to the afterschool program where they can receive additional support from the ESL teacher. Also, we have Saturday Academies where teachers service the ELL populations and all are invited to attend for Saturdays starting in December. Our teachers tap into the different learning modalities during instructional time in order to assure all students' learning. ELLs are also part of any of our content based support such as that for Science or for Social Studies.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

ESL students will be serviced by certified ESL teacher during the humanities and AIS periods. All instructional components will be taught in the English language. In an effort to develop the language skills and fluency of our ELL population at M. S. 343, we will use the Workshop model which follows all the balanced literacy components, (researched-based), such as Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we will incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulative. Teaching strategies that will be used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction and pair share activities. Our English Language Learners will be encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction.

All instructional components will be taught in the English language. Although there are Spanish books and other resource materials which the scholars can use and read, the teacher requires them to read, write and speak in English. Scholars are grouped according proficiency level (Beginners, Intermediate, and Advanced) to make sure that the content designed for their language acquisition and learning level will be appropriate for them. The ESL teacher pulls out 5 to 7 scholars per group for instruction. The ESL teacher uses differentiated instruction and varied instructional strategies to meet the language needs of ELLs and to develop their lifelong skills. Such approaches are as follows:

- a. The language experience approach: This will enable scholars to develop academic skills through listening, speaking, reading writing, and thinking with focus on teaching the structure and convention of the English language.
- b. Through hands on activities like field trips, projects, and scientific experiments, scholars will have the opportunity to have real life learning experience and better understand the concepts presented in the curriculum.
- c. Technical Support through computer and audio cassette. Scholars are given the opportunity to work in the computer as well as use books on tapes to expand scholars' learning experience. In an effort to raise learning standards, the ESL teacher uses a variety of online programs, online literature, audio cassettes, graphic organizers to allow concepts to be taught in a concrete dimension.

d. Authentic Assessment. Scholars will be assessed by daily teacher observation, self-assessment, performance assessment, and portfolio assessment. Our teachers assess their children’s reading ability through the Fountas and Pinnell Benchmark Assessment System. Independent reading levels are collected every six weeks and are analyzed for trends and patterns. The ESL teacher will collaborate with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. All the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year.

In an effort to develop the language skills and fluency of ELL population at M. S. 318, we will use the Workshop model which follows all the balanced literacy components, (researched-based), such as Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we will incorporate audio/visuals, listening centers, graphic organizers, and manipulative. Teaching strategies that will be used to meet the different needs of our ELL scholars are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction and pair share activities. Our English Language Learners will be encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction.

Middle School 318 in conjunction with Innovative Educational Programs will provide a vibrant after school program for all scholars. The program will be instructional. It will assist scholars with math and ELA. All English Language Learners will be encouraged to attend. ELL scholars are enrolled in supplemental AIS programs such as Ticket to Read, a computer based program for struggling readers. ELL scholars participate in various activities such as soccer, math club, performing arts club, ELA/ Book club, chorus, technology club and Saturday Academy.

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 is provided by school staff, community learning support personnel organization. Our school will also focus professional development on Differentiated Instruction strategies. These PD sessions take place on a monthly basis at Faculty meetings as well as at grade conferences. Additionally, as needed, staff members participate in PD sessions provided by our Network as well as those offered city-wide.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population within the prescription of the Balanced Literacy Prototype.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our staff have included:
 - o Scaffolding in the content areas
 - o Native Language Literacy Development
 - o Differentiation in the ESL classroom

o Differentiation in the Mathematics classroom

- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
- o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended.
- o Social Studies and Technology workshop

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?

At MS318 our parents will go through a Parent Orientation informing them of the various programs we have available for our ELL’s scholars. These include applications for the After school Program and voluntary enrollment or Saturday Enrichment Program. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

We continually work with our parent coordinator to conduct workshops for parents of English Language Learners to further inform them of issues pertaining to the instruction of their children. Furthermore, through frequent communication, both written and oral, in the language (s) and or level of parents understanding both the parent and community are given the necessary information to make informed decisions about their child’s education and when necessary, arrangements for an interpreter is present to translate information about their child’s academic progress and school concerns and events.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, MS 318 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children’s academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

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	1						1
Intermediate(I)							2	1						3
Advanced (A)							7	3						10
Total	0	0	0	0	0	0	9	5	0	0	0	0	0	14

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B							0	0					

G	I							0	1				
	A							8	3				
	P							1	1				
READING/ WRITING	B							0	1				
	I							2	1				
	A							4	2				
	P							3	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	5	0	0	9
7	2	2	0	0	4
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
4									0
5									0
6	3	0	4	0	2	0	0	0	9
7	0	1	1	0	3	0	0	0	5
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	

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

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

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?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our English Language Learners are held to the same high standards and expectations as all other scholars in our school. All goals and strategies for our English Language Learners are aligned with the New York State ESL Standards, New York State ELA and Math Standards and best practices in education. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers. A review of the NYSESLAT data indicates that our scholars struggle with writing and reading skills hence our instructional program focuses on these skills. Our school also uses Fountas and Pinnell reading assessments to determine student ability and track student progress. Analyzing our students' strengths and weaknesses throughout the year, has influenced our instructional decisions in many ways. It is apparent that an enormous amount of students tested proficient or advanced for the listening and speaking combined portions of the exam. Due to this analysis, our focus has become

strengthening their language skills in reading and writing. As a matter of fact, there is a school-wide initiative in improving writing across content areas. Thus, services for these students are typically provided during Reading and Writing Workshop time slots and during small group instruction every day for 50 minutes.

Technology is used in the ESL classes to support scholars' writing. Additional scholars are provided with differentiated instruction that focuses on all aspects of grammar, writing, and mechanics. ELL enrolled at MS 318 receives Academic Intervention Services in small groups that focus on writing and grammar skills as well. Reading centers are utilized in ELL classrooms to facilitate the use of books on tapes, comprehension exercises and activities.

Our classroom libraries consist of ESL, reluctant readers, and multi-cultural libraries. Additionally, ESL dictionaries are available in all classrooms. Classrooms are supported with Smartboards, computers, and overhead projectors. With regards to Professional development, our ESL provider and other staff members have received professional development in teaching reading and writing in the content area, as well as in technology based programs that are available at MS 318. Instructionally, scaffolding is an essential part of the instructional delivery, such as Modeling, Contextualization, Text Representation and Metacognition. Our teachers work to assist scholars during work periods, Conferencing with scholars in and out of class, informal assessments, and running records. In addition, small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

The administrations along with the school-wide Inquiry Team have analyzed the data from the previous year's annual report to modify the academic environment for the ELLs. After examining the data from the Language Allocation Policy report, we have come to the conclusion that we need to further support our ELL population in reading and writing skills. Our staff will continue to provide services to support our ELLs with scaffolding strategies, particularly for academic vocabulary and comprehension. Our WSL personnel will meet regularly with subject area teachers in order to align their work. We will continue to make revisions as the data requires. Students will continue to be evaluated periodically, to monitor growth. We are happy to continue advancing our ELL population as they prepare for high school.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		

A: 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:	\$100180		\$100180
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1002	\$15	\$1017
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5009	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$10,018	*	

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening scholar 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 scholar academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and scholars will share the responsibility for improved scholar 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 scholars, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen scholar 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.

Parent Involvement Policy (PIP)

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

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

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

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

We will work to ensure:

- a. that our parents play an integral role in assisting their child's learning
- b. that our parents are full partners in their child's education and are included in decision- making to assist in the academic success of their child.

- c. that our parents are encouraged to be actively involved in their child's education here at the Waterside School for Leadership

Waterside will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- a. Scheduling day and evening PTA meetings to accommodate working parents.
- b. Scheduling workshops to acquaint parents with Literacy/Mathematics/ELL curriculum, standards, assessments.
- c. Encourage parents to join the School Leadership Team and the PTA
- d. Encourage parental involvement by becoming a school volunteer.

Waterside will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- a. Holding meetings to present the school report card. Address questions to provide a thorough understanding of the growth and the needs of the scholars.
- b. Issuing monthly notices and bulletins for parents to make them aware of the activities of the School Leadership Team and new initiatives from the Department of Education and the school.

Waterside will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve scholar academic achievement and school performance:

- a. Coordination of Community Based Organizations (CBO) to present effective parental involvement activities to improve scholar academic achievement and school performance
- b. Provide internet classes to teach appropriate use of the web to help their children
- c. The Parent Coordinator will facilitate two meetings a year to inform parents of Part 154 options and make multiple phone calls to confirm their child's placement.

Waterside will coordinate and integrate Title I parental involvement strategies such as:

- a. Scheduling a meeting with the Parent Coordinator early in the school year for parents of new scholars.
- b. Reviewing with parents of new scholars the school policy and parent involvement opportunities i.e. PTA, School Leadership team
- c. Reviewing grade appropriate curriculum, and placement of English Language Learners in appropriate programs
- d. Distributing parent booklets: Helping Your Child Move on to Middle School (English & Spanish), What's up with Middle School?

Additional opportunities for our parents to become involved:

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

Family workshops

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

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

As a New School we will also work to:

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

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

ATTENDANCE:

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

CLASS WORK and HOMEWORK:

- I will check my child's homework daily to ensure that it is complete.
- I understand that if my child misses an excessive amount of class work or homework, I may be required to attend a parent-teacher conference.
- I understand that my child may also be required to attend Saturday school to make up missed work or assignments.

- I understand that my child may be required to attend Saturday school or after-school tutoring to address areas of weakness in order to be promoted to next grade.
- I will encourage my child to seek help from teachers or ask questions in class for clarity.
- I understand that teachers are available to answer any questions I may have about the content.

CODE OF CONDUCT:

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

FAMILY SUPPORT:

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

SCHOLAR DRESS POLICY:

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

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

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

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

- Provide parents with opportunities to volunteer in our school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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 scholar academic achievement standards.

As previously mentioned, the School Leadership Team conducted a needs assessment at the end of the school year and decisions were made based on the findings. The findings are listed as the areas the school needs to improve and the Action Plan indicates the measures that the school is taking to address the needs.

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

Schoolwide reform strategies are outlined in the Action Plan

3. Instruction by highly qualified staff.

Waterside will be proactive to ensure highly qualified personnel are recruited and retained. Additionally, the school will ensure that all staff are programmed to teach in areas that they are highly qualified. Teachers that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration. Waterside, and the District

provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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 scholar academic standards.

As previously indicated, all staff members are engaged in professional development to ensure that they are familiar with State standards and instructional strategies that are successful with the population. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

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

The school administration is cognizant of the fact that it is located in a hard to staff, high need community hence it ensures that the school has an exceptional learning environment. This is reflective in the Learning Environment survey and the school will ensure that this standard is maintained. The Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the Region. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows, Teaching Candidates and TFA candidates.

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

The school conducted a survey of parents to determine the days and times that parents are available to participate in activities. This information is used to schedule workshops for parents.

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.

N/A

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 scholars and the overall instructional program.

All staff members at MS318 are involved in data analysis and are provided with all assessment data of scholars they teach. Data analysis is done on an ongoing basis and takes place in the common planning meetings. Teachers will be engaged in ongoing discussions and decision-making processes with Waterside and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual scholars and the overall instructional

program. Professional development will focus on data analysis and the use of multiple measures of scholar performance to drive instruction.

9. Activities to ensure that scholars 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 scholars' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Scholars are placed in instructional groups based on their academic needs and are provided with intervention services based on their achievement level. Staff members are working to provide differentiated instruction and tiered assignments.

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.

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and scholar support services to all scholars served by the Title I Schoolwide Program.

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 scholars 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 scholars.

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 scholars with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$84,151	✓	15, 36-39
Title I, Part A (ARRA)	Federal	✓			\$1,441	✓	14-16, 36- 39
Title II, Part A	Federal			NA			
Title III, Part A	Federal	✓			\$475	✓	10- 14, 17, 28-30
Title IV	Federal			NA			
IDEA	Federal	✓			\$5,367	✓	18, 24, 40, 48
Tax Levy (FSF)	Local	✓			\$811,498	✓	13- 25

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

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

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