



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ WEST SIDE COLLABORATIVE _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 03M250 _____

PRINCIPAL: _____ JEANNE ROTUNDA _____ **EMAIL:** _____ JROTUND@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ ESTHER FRIEDMAN _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jeanne Rotunda	*Principal or Designee	
Francine Muzykant	*UFT Chapter Leader or Designee	
Sonia DeLeon Paul Reggio	*PA/PTA President or Designated Co-President	
	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	
Lorraine Pierre	Member/ Teacher	
Laura Cancel	Member/Teacher	
Kathleen Ruen	Member/Parent	
	Member/Parent	
Novella Bailey	Member/Teacher	
Willie German	Member/Parent	
Chantal Aurelus	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in using evidence to support arguments in written analysis of informational text as measured by the improvement on a teacher created rubric used to assess performance on a common core aligned task.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In a review of the ARIS item analysis of the standardized state exams for 2011 and teacher made materials it was noted that students had difficulty providing detailed support for written arguments

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers will develop a common core aligned unit of study that incorporates opportunities for students to conduct research and use of supporting evidence. Teachers will meet weekly in subject teams to assess student work and plan lessons that demand evidence to support a claim

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will be conducted by the parent coordinator and volunteer staff members on strategies that parents can use to support their children's writing. Samples of grade level exemplars and strategies for improving reading and writing are shared with families.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure current staff become highly qualified, teachers will learn to use protocols such as the consultancy protocol, staff will engage in ongoing analysis of student work. Through these sessions teachers will create strategies that will help engage students and support analysis and evidence in written text.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

For ELA – a literacy specialist funded through title 1 SWP will support this goal.

For Math – a math specialist funded through title 1 SWP will support this goal.

Both specialists push in to classes and pull out small groups of students to support writing initiatives.

Per session is being offered (using FSF funds and ARRA data specialist fund) to teachers to review student work and analyze data and modify curriculum as needed.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

95% of teachers will develop shared understanding of personalized learning, standards based grading and competencies as evidenced by integrating the i360 coaching model into their practice during (base camp) and office hours. Additionally, students will create and demonstrate mastery of four self-selected personalized learning goals by June 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

West Side Collaborative is one of the schools working with the Department of Education in the iZone 360 initiative. Through our new base camp and coaching initiative, students benefit from small group lessons that teach them how to navigate the complex world of middle school, as well as to think about and plan for the future once a week. Similarly, they receive help setting and reflecting on academic goals with their coach every two weeks during office hours that take place before or after school. Because the majority of our student population is reportedly not having these conversations with adults outside of school, this has become a cornerstone for students' ability to reflect on and plan for their own education. To do this work effectively teachers need to not only have a shared understanding of the CCSS, standards based grading, and competencies but also find ways to translate them for the West Side Community.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The school Professional Development team develops and implements a PD plan for teachers that incorporates training on personalized learning, academic coaching, student led conferences, and standard based grading. Literacy teacher leaders meet bi-weekly with an Authentic Education Consultant funded through the iZone to develop standards based grading aligned with competencies. Administration collaborates with iZone coach and component partners to provide customized professional development opportunities for staff that will increase their knowledge of iZone initiatives and provide differentiated support and resources. Teachers will participate in consultant designed and funded professional development opportunities. 1

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will attend a wide range of workshops aligned with school goals, including: student goal setting, parent goal setting, personalized mastery learning, and the Common Core State Standards. This will culminate in parents organizing and leading workshops.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that the current staff become highly qualified in order to achieve this goal all staff members will participate in workshops on specifics of iZone 360 – including competency grading, CCSS, base camp, office hours, and goal setting, etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

iZone funds will support per session for teachers to attend after school workshops to develop curriculum and lead parent workshops. Substitute teachers will be hired to release teachers for iZone work.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The iZone is funding consultants from Authentic Education and KED to work with staff on developing their knowledge of personalized mastery learning and the use of standards and competencies. New York City iLearn is providing resources and consultants funded through the iZone to support staff in using technology to support instruction. And the iZone is funding per session and per diem to work with consultants to improve curriculum, visit effective classrooms, and attend workshops.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 all teachers will have received clear and concrete feedback based on short cycles of classroom observations and will have made changes to their practice based on the feedback. Improvement in teacher practices will be evidenced by 80% growth of student achievement on teacher made assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Teachers need clear and concrete research based feedback on a continual basis in order to improve practice. Additionally, teachers need strategies which include reviewing, discussing and implementing current topics in educational research to further enhance their practice.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers self assess on selected components of a research based rubric. The professional development team develops and implements a PD plan for teachers that incorporate the selected components of the research based rubric being used. Administration sets up and follows a schedule for seven short cycle observations of each teacher using a research based rubric. In addition, all teachers participate in learning groups with peers once a month to read and discuss articles related to standards and instructional strategies.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

NA

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All current staff members will receive timely feedback based on seven short classroom observations. After conferencing with administration, teachers will implement the feedback to enhance their teaching.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

20% of a master teacher's/LEAP graduate schedule funded through FSF to support teachers in improving practice based on administration short cycle visits and to support organization of scheduling. Per Diem funds are used to support teachers' onsite intervisitations.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, teacher effectiveness will improve as evidenced by 80% of teachers moving one level on the teacher self-evaluation assessment rubric and 80% of students showing one level of growth on teacher created rubrics assessing performance based tasks aligned with Common Core State Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Highly effective teachers are necessary to improve student performance in academic subjects and prepare students for college. Therefore, supporting teachers by providing structures that align with CCSS, analyze student work, and create performance based tasks will improve teacher effectiveness and student outcomes.

West Side Collaborative Staff works in a team structure. Teaming requires collaboration among different members and their areas of expertise. Each teacher brings a different skill set or competency set to the table therefore providing teachers with structures aligned with the CCSS. Teachers are able to analyze student work, create performance based tasks that will improve teacher effectiveness and student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Common planning blocks will be scheduled for team meetings. Teachers will meet weekly in subject teams with their teacher leaders to continue aligning the curriculum with the CCSS. Teachers will collaboratively assess student work using performance tasks and standards based rubrics with support of our network literacy specialist. Administration will meet weekly with teacher leaders, join team meetings and coordinate this work across the grades. Teachers will have additional per session, curriculum planning and task design opportunities provided.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will participate in workshops focused on standards and standard based grading. In addition, parents will organize and lead student workshops during a spring half day session thus allowing teachers further opportunities to meet and engage in the structural process.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that current staff become highly qualified teachers will attend professional development activities to build their understanding of the CCSS, use of protocols to analyze student work, design performance based tasks, work with the network to develop curriculum units and gain support in the team process through the use of various protocols.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Staff are attending professional workshops and conferences funded through title 1 SWP, are receiving support from literacy, math, ESL and special education specialists funded through our network. Teachers will be attending a school wide retreat focused on effective teachers practices based on Kim Marshall's rubric on effecting teaching practices.

Per session funded by the iZone will support teachers in attending afterschool workshops with consultants, aligning curriculum with standards and developing standards based rubrics.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	27	12			6			
7	24	17			4			
8	20	12			16			
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small class instruction with a focus on personalized learning informed by individually based assessments and customized remediation.
Mathematics	Small class instruction with a focus on personalized learning informed by individually based assessments and customized remediation.
Science	Differentiated instruction with support.
Social Studies	Differentiated instruction with support.
At-risk Services provided by the Guidance Counselor	Small group and individual counseling
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

PARENT INVOLVEMENT POLICY

- West Side Collaborative will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Parent workshops on state exams and standards
 - Parent workshops on high school articulation
 - Parent workshop on teen issues
 - Teacher family conferences
 - Student portfolio reviews with parent participants
 - Pot luck dinners
 - Technology workshops
 - Student portfolio presentations
 - ARIS workshops
 - Parent workshops on iZone 360

- West Side Collaborative will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parent workshops on state exams and standards and on community and online resources that promote academic achievement.

- West Side Collaborative will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Use of parent coordinator and guidance counselor to conduct workshops for parents
 - Translation services to support parents
 - Distribution of interim progress reports

- West Side Collaborative will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The parent coordinator will create and conduct parent surveys that will be used to address needs and evaluate program effectiveness.

- West Side Collaborative will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State’s academic content standards
 - the State’s student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:

The school will provide workshops on the Common Core State Standards and student requirements as well as competency based grading, and the use of ARIS to monitor and support student achievement. The school will provide a workshop on the standards based progress reports and how to use them.

- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Parent workshops on developing literacy and math skills. Parent workshops on technology in the classroom, internet safety.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - The Parent Coordinator provides newsletters, calendars, online school information and access to the school website. The Parent Coordinator works closely with the PA to identify parent needs and interests. The Parent Coordinator shares this information with staff members.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - The school provides information about community based organizations that support academic achievement and social emotional development.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - The Parent coordinator and guidance counselor will facilitate:
 - Parent workshops on state exams and standards
 - Parents will receive interim progress reports twice a year in addition to regular report cards
 - Parent workshops on teen issues
 - Teacher/student family conferences
 - Student portfolio reviews with parent participants

- End of year surveys
- ARIS workshops

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

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

School Responsibilities

West Side Collaborative will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified as defined in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities

- We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
 - Do our homework every day and ask for help when we need to.
 - Read at least 45 minutes every day outside of school time.
 - Give to our parents or the adult who is responsible all notices and information received from school every day.
 - Attend office hours.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Marina Cofield	District 3	Borough Manhattan	School Number 250
School Name West Side Collaborative			

B. Language Allocation Policy Team Composition [?](#)

Principal Jeanne Rotunda	Assistant Principal NA
Coach	Coach
ESL Teacher Stephanie Caruso	Guidance Counselor Joanna Cortes
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Tracy McClaire
Related Service Provider	Other
Network Leader	Other

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	178	Total Number of ELLs	15	ELLs as share of total student population (%)	8.43%
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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. 

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

If the responses to the HLIS indicate that a student has a home language other than English, the ELL Coordinator, Stephanie Caruso, administers the LAB-R, a test used to determine initial entitlement for ELL services. The LAB-R is administered within ten days of the student's enrollment. The LAB-R is administered to the student by the ELL Coordinator, Stephanie Caruso, in a designated testing space during the core school day. Within the first ten days of enrollment in the NYC public school system, the ELL Coordinator and the Parent Coordinator, Tracy McClaire, set up a one-on-one meeting for those parents whose children have scored below proficiency on the LAB-R.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking, and listening in the English language. The speaking section is administered individually. The other sections are administered in the following order: listening, reading, and then writing. The ELL Coordinator, Stephanie Caruso, schedules the students to be tested by grade during the two week test administration period and ensures that the proper accommodations are in place. During the summer, the results of the NYSESLAT are posted on ATS and students are classified as Beginner, Intermediate, or Advanced level based on their latest scores. This level determines the number of weekly minutes of instruction which the ELLs are entitled. Beginner ELLs receive 360/minutes per week of ELL services from Stephanie Caruso while Intermediate and Advanced ELLs receive 180 minutes/per week.

In terms of annually evaluating the ELLs using the NYSESLAT, students' scores are carefully examined by the ELL Coordinator. As the test results are broken down into listening, speaking, writing, and reading skills, the ELL Coordinator delineates each individual ELL's needs into a priority chart on a spreadsheet. When the ESL Coordinator conferences with the ELLs individually at the beginning of the academic year, the test results are reviewed. These results are also formally sent home, but in order for the ELLs to recognize where they need to spend the most effort this school year, an open and important conversation is necessary.

2. West Side Collaborative is a small school serving a diverse population of students in grades 6 through 8, including ELLs. The school follows the Children's First initiative using a balanced approach to education that builds educational excellence. A critical component of Children First reforms is program placement of ELLs. A letter is sent home within 10 days of the LAB-R. A phone call is also made to ensure that parents are aware of the Parent Orientation meeting.

At the meeting, parents are presented with the Parent Orientation video in their home language. Should a translator be necessary to

conduct the meeting due to a low-incidence language, an interpreter will be contacted in order to ensure full understanding of the parents' options of services and programs. At the meeting, the three program choices are explained: Dual Language, Free-Standing English as a Second Language, and Transitional Bilingual Education. The Parent Orientation video can be found on the DOE website. It is shared in its entirety to the parent in a quiet and private setting. The ELL Coordinator, Stephanie Caruso, sits with the parent(s)/guardian throughout the duration of the video. At the conclusion of the video, the ELL Coordinator generates an informal interview about the parents' thoughts and concerns. The ELL Coordinator may take notes should there be questions that need to be followed up on or if there are specific concerns for the student. The parents are then given a Parent Survey and Program Selection form (templates to be found in the ELL handout binder filed in room 304) at the conclusion of the presentation and conversation. These forms are collected by the ELL coordinator and kept on file in room 304, the homeroom of the ELL Coordinator. New ELLs are inputted into the "ELPC" screen on ATS. If parent selects a program other than ESL, the ESL Coordinator follows up with enrollment to support the parent in finding a school with a program of choice. Although, WSC currently provides ESL services, if there are fifteen students in contiguous grades who speak the same language and whose parents want a Transitional Bilingual Education Program, a bilingual program will be formed to honor the community parent choice. It is made clear to parents they have the legal right to choose the program that they feel is best for their child.

3. At the beginning of the school year, the ELL Coordinator, Stephanie Caruso, also checks the RLAT scores on ATS. This report identifies the students in the school who are ELLs based on their LAB-R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, and Non-Entitlement and Non-Entitlement/Transitional letters are sent to the parents in English and in their home language. Parents also receive their child's NYSESLAT Score Reports from the previous year as well as an informational packet explaining how they can aid their children in studying and preparing for the next NYSESLAT. In addition, the ELL Coordinator reviews the RYOS report on ATS to ensure that all ELLs have been identified for receipt of the appropriate entitlement letters.

4. Translators are used throughout the duration of the newcomer ELL decision process should they be necessary. Since WSC only offers an ESL Freestanding program, parents and guardians are made aware that they are not bound to staying at WSC. Should they want to use one of the other programs available, they will be directed to a school with said programs and will be admitted as long as there is room.

5. Students identified as needing ESL services receive support through a Free-Standing English as a Second Language Program, which has been the unilateral program choice designated on the Program Selection forms. Students receive the required number of units of instruction (based on CR Part 154) as determined by the LAB-R and NYSESLAT scores. This well-rounded lens into the students' requirement of services ensures that students get the services and support they need to achieve academic success. Even students who are former ELLs receive ELL services and supports as demonstrated by teacher input and student achievement data. These Proficient students are also still eligible for ELL testing accommodations, such as receiving time and a half and getting questions read aloud to them.

6. In the event the program model offered at our school, Free-Standing English as a Second Language, does not align with parent requests, parents are informed that they have the legal right to transfer their child to schools offering the programs of their choice (provided there is available space at that school). However, in the event that our community of ELLs changes, then we are always will to adjust our service model to meet the needs of our families.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							6	4	5					15
Total	0	0	0	0	0	0	6	4	5	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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										0
Dual Language										0
ESL	1					9				1
Total	1	0	0	0	0	9	0	0	0	1

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
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 L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	3	5					13
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	4	5	0	0	0	0	15

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The organizational models followed at West Side Collaborative are a combination of push-ins and pull-outs from both General and CTT classes. The ELL Coordinator/ESL teacher, Stephanie Caruso, pushes into scheduled grade level, inclusive classes throughout the week. In these classes, it is predetermined that the ELLs sit close to one another and in the front of the classroom. When pushed into a main content class, the ELLs are set to the standard of the rest of the class; they follow the agenda of the whole class i.e. Brain Booster starting question, the mini-lesson, and the workshop time. The ELL Coordinator sits alongside the ELLs in class to ensure they are understanding directions and staying focused and on task. Since the ELL Coordinator is made privy to the day's lessons and workshops before the lesson is executed, multiple differentiation pieces are considered. Most importantly, with reading, the ELL Coordinator modifies the texts by including vocabulary. Similarly, in a science or history class, visuals are commonly provided for the ELL students.

In the pull-out setting, the ELL students are taken either individually, in pairs, or as a whole class grade ELL group (that is, all 6th graders, all 7th graders, all 8th graders) to work out of the classroom. Individual pull-outs usually include Independent Reading time with the ELL Coordinator, where students get to practice pronunciation and fluency. This is also an ideal time to individually check for understanding in the student's progress with reading comprehension and vocabulary building. This time also serves as a way to develop a more close-knit relationship between the ELL and the ELL Coordinator. These informal conferences are ideal coaching and teachable moments. When pulled-out as pairs, these students have been coupled because they are struggling with the same details, albeit the introduction of their essay or similar grammar struggles. Lastly, in whole grade ELL group pull-outs, the groups are small enough where working on an in-class project is ample workshop time. This time is also crucial for Read Alouds, facilitated by the ELL Coordinator. In group ELL time, collective stories are read and dissected. Again, this is quality time to check for understanding of the ELLs' progress. It also aids in creating future NYSESLAT test practice packets for fundamental skills i.e. grammar and reading lessons tailor made to the ELLs' current needs.

To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ELL Coordinator/teacher, Stephanie Caruso, meets with grade team teachers to develop a schedule that accommodates the mandated minutes. Per CR Part 154, Beginning ESL students receive 360 minutes of ESL instruction per week; Intermediate students receive 360 minutes of ESL instruction per week; and Advanced students receive 180 minutes of ESL instruction per week. These meeting times with teachers are also necessary for the ELL Coordinator to be privy to the class structure, lessons and goals, both short term and long term. That way, the ELL Coordinator has ample time to differentiate materials and prepare supplementary material for the ELLs.

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

3. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and

A. Programming and Scheduling Information

writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small-group targeted instruction to support their learning. During students' designated Independent Reading time which is configured into every grade level, the ELL Coordinator uses this time to do individual conferecing with the ELLs to practice reading aloud.

In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Since WSC is serious about teaching Common Core Standards and preparing our students to be proper and upstanding "21st Century" citizens, then access to technology and self-discovery through technology is a priority. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

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

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

4. To ensure ELLs are appropriately tested in their native language, state tests will be offered in the students' native language should it be deemed necessary by the ELL Coordinator, by the parents, and by the ELL. However, to date, no ELL has taken the state tests in any language other than English.

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

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

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

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

A. Programming and Scheduling Information

able to enhance their skills through a comprehensive ELA/ ESL program which strives for inclusion as well as seeks to improve cultural awareness.

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

6. The ESL and CTT teachers meet to plan lessons and identify specific strategies to be used to support the development of the necessary skills for students with special needs. Students receive the mandated number of support units as determined by their NYSESLAT scores. All ELLs identified as having special needs are served per their IEPs. This year, with the onset of more advanced technology at WSC, iPad programs are being used to enhance the teachings of the ESL and CTT teachers. For example, an ELL may start creating flash cards on "First Words" or "Baby Carrot" with the ESL teacher and these same visual and recorded definitions and lessons will be supplemented and continued with the CTT teachers.

7. ELL students at West Side Collaborative have the opportunity to be educated alongside their general education peers. The classes at WSC are not tracked. Although all ELLs are placed in the same ELA (Readers and Writers) classes, they experience a wide range of

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Similarly, with the constant presence of the ELL Coordinator, students come to recognize this teacher as another adult and teacher in the room.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

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

9. Continuing transitional support is offered for ELLs who have reached proficiency on the NYSESLAT. Our school offers a highly- developed, comprehensive ELA program which affords all students the opportunity to continuously develop reading and writing skills while exploring different genres of literature and diversified styles of writing. Beyond curriculum, students are still supported socially and emotionally as ELLs. They are made aware that if they still need extra help with writing, the ELL Coordinator is there to support them. Former ELLs' scores on state tests are still monitored by the ELL Coordinator as well.

10. West Side Collaborative was granted the 2011 Elizabeth Rohatyn Award which will enable the school to further update its technology. With the use of iPads, ELL students will have hands-on access to programs that enhance their speaking, listening, and grammar skills. Additionally, students will work more with technology this year as they learn how to use Garage Band -- a program that records their voices and they can then transpose in written words what they can communicate through speech.

11. No programs will be discontinued.

12. ELL students are offered equal access to all school programs. ELLs are included in all field trips, advisory, arts, science, dance, and choir clubs. By receiving ESL services from a licensed ESL teacher that are targeted for small group instruction that supports their learning, ELLs are encouraged to remain involved and interactive in school culture and activities.

13. Technology and multi- media is used in various modalities to enhance teaching. A school- wide online supportive website is used to help students understand math concepts. Power Speak, an online language program, is used to build understanding of language. Schools Attuned assessments help ELL students understand their strengths and assist students in meeting challenges. Students also have access to a dictionary of their native language and English (i.e. Spanish/English, Arabic/English) in every room. Formal and informal assessments are used to identify ELL students' needs and in consultation with the ESL teacher, classroom teachers confer with ESL students about these needs to support growth. Academic intervention services are offered and students are programmed for small group instruction to support

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14. As WSC provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English. A small

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

	Beginning	Intermediate	Advanced
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)?			
not applicable			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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.	
1. West Side Collaborative currently has one licensed ESL teacher, Stephanie Caruso, who attends monthly Network meetings for ELL Liaisons. Whole- staff PD is encouraged through attendance at professional development workshops presented by Columbia University Teacher's College. The ESL teacher also provides 1:1 feedback and conferencing with all grade level team teachers and administrative support. The ESL teacher attends weekly departmental and grade team meetings to support ELL professional development among all teachers.	
2. The student body at West Side Collaborative encompasses a diverse population ranging from grades 6 through 8. All students are assisted in making smooth grade- level transitions through the support of the grade- level teams, as well as the entire school community. West Side Collaborative strives to provide our students with a safe, inclusive environment which promotes the social, emotional and academic growth of our students. This is done by providing many opportunities for whole school assemblies and activities. These include the annual Spirit Day, Halloween Parade, Thanksgiving Toast, Talent Show, Read-a-Thon, etc. Students are also "promoted" to each grade, sent off from their current grade and offer themselves as "experts" to the students in the grades below them. A support network is expected amongst students and is fostered mainly through Advisory groups, which are mixed grades.	
3. All staff are required to attend various professional development workshops in ESL. For example, Paul Facto, the current Apple partnership representative with WSC will be holding an ESL PD meeting on November 9 th , 2011. In addition, the ESL teacher provides 1:1 feedback and support for all grade level teachers. A weekly schedule is made by each content teacher. At the beginning of the week, based on the lessons and the previous weeks, the ELL Coordinator and the head teacher decide which days will be appropriate for push-in and which will be pivotal for pull-out. Also, at the conclusion of the week, the ELL Coordinator meets with each grade "team" to discuss progress.	

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
1. How do you evaluate the needs of the parents?	100%	100%	100%
3. How do you evaluate the needs of the parents?	75%	75%	75%
4. How do you evaluate parental involvement activities?	50%	50%	50%
5. How do you evaluate parental involvement activities?	25%	25%	25%

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?

1. There is an orientation for incoming parents facilitated in English and Spanish. WSC has a PA that runs workshops on adolescent development and academic success throughout the year. These are conducted by Tracy McClaire, Parent Coordinator, who is fluent in English and Spanish. At the annual grade level "Curriculum Night," the school hosts "parent walks" where parents get a glimpse of what their child experiences in a classroom setting. Parents are invited to volunteer, albeit for field trips or school events. We distribute monthly newsletters which are translated for our bilingual families to keep them informed about events at WSC. Content area classes, such as math, also send home a monthly newsletter to parents to inform them of the unit their child is currently studying. Our automated calling system translates messages. High school articulation workshops provide an opportunity for parents to prepare for the application process and translation services are available. Flyers are sent out in multiple languages and communication is always open. This year, we are also introducing "parent email." Now, not only do all WSC students have an email, but their parents do as well. This is a further means of communication between staff at the school and tech savvy parents, as well as a way for students to "share" their work with their parents via Google docs. For parents in need of computer and online training, particularly with Google systems, parent workshops are offered throughout the school year.

2. Yes, and all of our partnerships reach out to the full demographic represented in our school. Specific efforts are made to make ELL families aware of these resources. Bulletins and partnership letters are always distributed to ELLs' families in their native language. They are also made aware that should they decide to participate in any of the community based organizations, a translator will be made available to them.

3. We survey parents and use various DOE generated tools to identify needs of students and families. ELLs' parents are also given the full contact information (phone and email) of ELL Coordinator, Stephanie Caruso, and are encouraged to contact her or any content area teacher at any time. Personal letters and phone calls home or informal meetings are not uncommon.

4. Our activities are designed to address needs expressed by parents and to educate parents about academic issues as well as social emotional development. We believe that a WSC student's education is made possible through the partnership of both the parents/guardians and the teachers. Together, we can support and advance our students' educational goals. By delineating these goals at the beginning of the year with a personalized letter home to each ELL household, the partnership is set upon a foundation for the advancement of the ELLs' skills.

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

9. Continuing transitional support is offered for ELLs who have reached proficiency on the NYSESLAT. Our school offers a highly-developed, comprehensive ELA program which affords all students the opportunity to continuously develop reading and writing skills while exploring different genres of literature and diversified styles of writing. Beyond curriculum, students are still supported socially and emotionally as ELLs. They are made aware that if they still need extra help with writing, the ELL Coordinator is there to support them. Former ELLs' scores on state tests are still monitored by the ELL Coordinator as well.

10. West Side Collaborative was granted the 2011 Elizabeth Rohatyn Award which will enable the school to further update its technology. With the use of iPads, ELL students will have hands-on access to programs that enhance their speaking, listening, and grammar skills. Additionally, students will work more with technology this year as they learn how to use Garage Band -- a program that records their voices and they can then transpose in written words what they can communicate through speech.

11. No programs will be discontinued.

12. ELL students are offered equal access to all school programs. ELLs are included in all field trips, advisory, arts, science, dance, and choir clubs. By receiving ESL services from a licensed ESL teacher that are targeted for small group instruction that supports their learning, ELLs are encouraged to remain involved and interactive in school culture and activities.

13. Technology and multi- media is used in various modalities to enhance teaching. A school- wide online supportive website is used to help students understand math concepts. Power Speak, an online language program, is used to build understanding of language. Schools Attuned assessments help ELL students understand their strengths and assist students in meeting challenges. Students also have access to a dictionary of their native language and English (i.e. Spanish/English, Arabic/English) in every room. Formal and informal assessments are used to identify ELL students' needs and in consultation with the ESL teacher, classroom teachers confer with ESL students about these needs to support growth. Academic intervention services are offered and students are programmed for small group instruction to support their learning.

14. As WSC provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English. A small

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.

The heart of West Side Collaborative is its creative, intelligent, and interactive staff. Students are challenged and their curiosity is provoked on a daily basis. Perhaps most importantly, ELLs feel comfortable speaking and participating in class, as their background is highlighted and never used to set them apart. They have learned that “every language has the capability of expressing every necessary idea for the people who speak that language” (Thomas, L. and Tchundi, S., 1999, p. 33) and do not view their heritage language as inferior to the English we use in the classroom. ELLs collaborate with general education students and have the same expectations from all content areas.

Therefore, this year will begin Student-Led Parent Conferences. The ELL Coordinator, Stephanie Caruso, will be the "coach" for the ELL students. Students will take ownership over their academics as they become more self-directed learners -- they will review their own work and their own report cards and present their final grades to their parents/guardians. WSC takes adequate time for reflection. Educational researcher Roger Beach argues that the purpose of assessment should be to “foster students’ individual and collaborative self-reflections” as they engage with literacy tools to change their “perspectives and sense of agency” – ultimately described as “change-based assessment” (Beach, R., & Myers, J. 2001. Inquiry-based English instruction: Engaging students in life and literature. New York: Teachers College Press, pg. 143). These research-based strategies for self assessment are powerful and make students accountable, particularly our ELL population. We are both excited and prepared to start this new venture of Student-Led Parent Conferences with our entire school population.

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)?

not applicable

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.

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

2. The student body at West Side Collaborative encompasses a diverse population ranging from grades 6 through 8. All students are assisted in making smooth grade- level transitions through the support of the grade- level teams, as well as the entire school community. West Side Collaborative strives to provide our students with a safe, inclusive environment which promotes the social, emotional and academic growth of our students. This is done by providing many opportunities for whole school assemblies and activities. These include the annual Spirit Day, Halloween Parade, Thanksgiving Toast, Talent Show, Read-a-Thon, etc. Students are also "promoted" to each grade, sent off from their current grade and offer themselves as "experts" to the students in the grades below them. A support network is expected amongst students and is fostered mainly through Advisory groups, which are mixed grades.

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3. All staff are required to attend various professional development workshops in ESL. For example, Paul Facto, the current Apple partnership representative with WSC will be holding an ESL PD meeting on November 9th, 2011. In addition, the ESL teacher provides 1:1 feedback and support for all grade level teachers. A weekly schedule is made by each content teacher. At the beginning of the week, based on the lessons and the previous weeks, the ELL Coordinator and the head teacher decide which days will be appropriate for push-in and which will be pivotal for pull-out. Also, at the conclusion of the week, the ELL Coordinator meets with each grade "team" to discuss progress.

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?

1. There is an orientation for incoming parents facilitated in English and Spanish. WSC has a PA that runs workshops on adolescent development and academic success throughout the year. These are conducted by Tracy McClaire, Parent Coordinator, who is fluent in English and Spanish. At the annual grade level "Curriculum Night," the school hosts "parent walks" where parents get a glimpse of what their child experiences in a classroom setting. Parents are invited to volunteer, albeit for field trips or school events. We distribute monthly newsletters which are translated for our bilingual families to keep them informed about events at WSC. Content area classes, such as math, also send home a monthly newsletter to parents to inform them of the unit their child is currently studying. Our automated calling system translates messages. High school articulation workshops provide an opportunity for parents to prepare for the application process and translation services are available. Flyers are sent out in multiple languages and communication is always open. This year, we are also introducing "parent email." Now, not only do all WSC students have an email, but their parents do as well. This is a further means of communication between staff at the school and tech savvy parents, as well as a way for students to "share" their work with their parents via Google docs. For parents in need of computer and online training, particularly with Google systems, parent workshops are offered throughout the school year.

2. Yes, and all of our partnerships reach out to the full demographic represented in our school. Specific efforts are made to make ELL families aware of these resources. Bulletins and partnership letters are always distributed to ELLs' families in their native language. They are also made aware that should they decide to participate in any of the community based organizations, a translator will be made available to them.

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3. We survey parents and use various DOE generated tools to identify needs of students and families. ELLs' parents are also given the full contact information (phone and email) of ELL Coordinator, Stephanie Caruso, and are encouraged to contact her or any content area teacher at any time. Personal letters and phone calls home or informal meetings are not uncommon.

4. Our activities are designed to address needs expressed by parents and to educate parents about academic issues as well as social emotional development. We believe that a WSC student's education is made possible through the partnership of both the parents/guardians and the teachers. Together, we can support and advance our students' educational goals. By delineating these goals at the beginning of the year with a personalized letter home to each ELL household, the partnership is set upon a foundation for the advancement of the ELLs' skills.

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

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	0	0					0
Intermediate(I)							1	2	1					4
Advanced (A)							3	3	2					8
Total	0	0	0	0	0	0	4	5	3	0	0	0	0	12

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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Part VI: LAP Assurances

School Name: <u>West Side Collaborative</u>		School DBN: <u>MS 250</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanne Rotunda	Principal		1/1/11
n/a	Assistant Principal		1/1/01
Tracy McClaire	Parent Coordinator		1/1/11
Stephanie Caruso	ESL Teacher		1/1/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Joanna Cortes	Guidance Counselor		10/21/11
Courtney Dowd	Network Leader		10/21/11

School Name: West Side Collaborative

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **03m250** School Name: **West Side Collaborative**

Cluster: _____ Network: **Bridges for Learning**

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.

West Side Collaborative fosters a close-knit relationship amongst parents*, educators, and students throughout a student's career at WSC. Therefore, it is our priority to ensure parents are provided with appropriate and timely information in a language they can understand. At the beginning of the school year, parents are given the NYC DOE "Preferred Language" hand out, even if they have already filled this out in previous years. We are aware that home language preference is also available on ARIS or ATS, but it is important to keep this information updated, as students' home situations often change. By updating a family's home language at the beginning of every academic year in ATS and on the student's blue emergency card, it is on file for the school year what language all parent and guardian newsletters, hand-outs, conversations, etc. should be articulated in. This information is gathered within the first two weeks of the academic year and filed in the main office.

Our greatest population of non-English speaking parents and guardians are Spanish speaking. There are a number of Spanish speaking educators on staff who are readily available for translation. There is always someone in the main office who can speak Spanish (parent coordinator, Tracy McClaire) as well as paraprofessionals in classes with students who require the service. Should a household require another language other than English, Spanish, or French (spoken by the ELL Coordinator, Stephanie Caruso), the "Translation & Interpretation Unit" number is readily available in the office. The plaque displaying the phone number is hanging on the Parent Coordinator's desk with the language indication card directly below (I'm a parent and I speak...). The Translation & Interpretation Unit services will be utilized should another language other than English, Spanish, or French, albeit Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, or Urdu be necessary to communicate with parents and guardians. An outside translator will be sought to aid in communication for the duration of the school year to ensure equal opportunity for obtaining school and community information.

*As delineated by the NYC DOE, "The term 'parent,' whenever used in this regulation, means the student's parent(s) or guardian(s), or any person(s) in a parental or custodial relationship to the student, or the student, if he/she is an emancipated minor or has reached 18 years of

age"

2. Through gathering information about the parent's preferred language at the beginning of the academic year, we are privvy to the written translation and oral interpretation needs of our school population. Since most send-home notices are distrubuted during the Homeroom period, Homeroom teachers are given adequate copies of English and Spanish versions of papers to distribute to their set of students. These teachers are made aware of the students whose households require Spanish versions.

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.

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.

In terms of written translation, all documents for parents such as newsletters, parent conference notices, and community event invitations are offered to students in both English and Spanish. Often times, the English version is on one side of the notice and the Spanish translation is on the reverse side. Written translation services are provided by in-house school staff. Therefore, timeliness is never an issue. As soon as the English version of a letter is drafted, it is immediately passed on to an in-house Spanish speaker and reviewed and translated. One of the native Spanish speaking members of the staff translates the documents to ensure proper grammar and word choice. Clarity of these documents is key, and the documents are often supplemented with explanations, albeit cultural or an assurance to parents that should they decide to participate in a school or community event, a proper Spanish speaker will be available as a resource. It should also be noted that all parents of West Side Collaborative students receive their own parent WSC email address. Parents are invited to workshops (conducted in both English and Spanish) to improve their own technological skills and to learn how to communicate with educators and review their child's work on

Google. Spanish speaking parents are showed how to alter their Google accounts to be presented in Spanish. Emails back and forth between parents and the school are also conducted in Spanish.

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.

In terms of oral translation, all Robo calls (mass communication) to parents and guardians are recorded in both English and Spanish. If an individual phone call is made to a Spanish speaking household, the non-Spanish speaking educator sits alongside the Spanish speaking educator to translate the conversation. Similarly, should a Spanish speaking parent come in to WSC for a conference with a teacher or administrator, a translator is included in the meeting. All Parent Orientations and Parent Workshops are also always conducted in both English and in Spanish.

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>.

West Side Collaborative recognizes their responsibility for providing each parent whose primary language is non-English with a copy of the Bill of Parent Rights and Responsibilities, which includes their translation rights. These translated documents are taken from the website and submitted to families at the Orientation meeting or sent home at the beginning of the academic year. The school's safety plan as well as the school's handbook is also made available in Spanish. Should another language other than Spanish be deemed necessary to a member or household of our school community, the documents will be translated. The Department's website will be referenced for translations and resources of how to access such services.

As indicated, the "Translation and Interpretation Unit" phone number and sign is prominently hung in the main office. Parents are made to feel welcome and they are assured that a translator shall be provided to them, as it is their legal right.