



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WATERSIDE SCHOOL FOR LEADERSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): MS318

PRINCIPAL: LINDA MUNRO EMAIL: LMUNRO@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. MICHELE LLOYD-BEY

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
Linda Munro	*Principal or Designee	
Quianna Lawrence	*UFT Chapter Leader or Designee	
Romain Balkhuysen	*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	
Allison Isaac	Member/ School	
Charleyenne Blunt	Member/Parent	
Keyshia Cole	Member/Parent	
Asiah Hall	Member/Parent	
Caroline Feeney	Member/School	
Dwight Curwen	Member/School	
	Member/	

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

By June 2012, Waterside's school attendance rate will improve to at least 94% as measured in the school's Annual Attendance Report.

Comprehensive needs assessment

Our comprehensive needs assessment included an analysis of Annual Attendance Report. Our Waterside School for leadership saw a decrease in attendance from the 2010-11 school year when compared to the previous year. We also interviewed families of scholars who were consistently absent or late to find out their concerns. Our annual attendance rate was only 92%. We look forward to increasing this rate.

Instructional strategies/activities

WSL expects to reach the goal through the following ways:

- Daily / Weekly announcements recognizing classrooms / homerooms with perfect attendance
- Weekly and monthly attendance recognition ceremonies such as Friday Activity Events and Ice Cream Social Hours
- Home visits conducted by the Parent & Home / Community Liaison and school office staff beginning the 2nd week of school for those students who were absent for 20+ days for last school year
- Bi-Monthly attendance committee meetings consisting of principal, guidance counselor /assistant principal, attendance clerk / office teacher , Parent & Home Liaison, parents and teacher
- Weekly attendance data per homerooms will be posted at the front office bulletin board
- Daily phone calls to the parents of those students who are absent. Phone calls will include a request for a date of proposed return to school and reminder to have doctor's excuse turned in to school
- Develop a school wide focus for determination to meet attendance the goal through attendance committee initiatives, classroom teacher daily strategies, staff communication, staff attendance collaboration efforts, school programs, daily announcements and recognition efforts
- Advisors monitor Attendance of At Risk Scholars (Less than 90% attendance)
- Conduct Needed Outreach Services and offer guidance/ counseling
- Coordinate with Attendance Teacher
- Use of school merit system to reward scholars with high attendance rates with trips.
- Acknowledge scholars with high attendance rates at award ceremonies

Strategies to increase parental involvement

- Use the School Messenger voice messaging system to place calls to parents and guardians of scholars who are absent from school and inform parents of their child's non-attendance.
- Parent Participation in the WSL Attendance committee
- PTA support with attendance- hosting events for students with high attendance, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

Our LSO will provide a shared attendance teacher to support our scholar attendance efforts. Advisors will working with the Guidance Counselor to discuss ways to encourage scholar to come to school.

Budget and resources alignment

Tax levy funds were used to secure our LSO which will help to support our attendance teacher.

In addition, our budget also supports the hiring our own Guidance Counselor as opposed to sharing with any other schools.

Lastly, we plan to use Title I funds to purchase incentive awards for students and classes. Our TL Fair Scholar funding will fund the Merit trips and positive incentives for our scholars.

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

By June 2012, WSL scholars will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

Our comprehensive needs assessment included an analysis of student test results including results disaggregated by student group and test item analysis. All staff members at MS318 are involved in data analysis and are provided with all assessment data of scholars they teach. Data analysis is done on an ongoing basis and takes place in the common planning meetings. Review of student results are the basis for our methods to raise our the percentage of scholars scoring at levels 3 and 4 from 30.2% to 35.2%

Instructional strategies/activities

- ELA teachers will conduct Fountas and Pinnell reading inventories with scholars throughout the school year and track progress in addition to having classroom libraries clearly leveled according to reading levels
- After-School and Saturday programs will offer additional targeted tutoring for Level 1 and 2 scoring scholars.
- Scholars will sit for a mock examinations to track Performance
- Utilizing and incorporating 37.5 minutes into our schedule
- Inquiry Team will collect and analyze data and work collaboratively with teachers throughout the year to inform planning and instruction
- Implementation of balanced literacy prototype based on the Common Core State Standards including the use of rubrics, interim assessments, and classroom libraries.
- Professional development and action planning around the Common Core State Standards.
- Writing portfolios will be maintained by scholars in their English classes
- Scholars will participate in 90 minute literacy blocks which includes time for word- work and independent reading time to engage scholars in the reading process through books of their choice
- Common Planning time will be allocated for teachers to discuss best practices in English Language Arts
- Monthly scheduled intervistations for teachers in ELA.
- Informal and formal observations to monitor literacy instruction and progress in all classrooms.
- LSO support and Aussie consultants will conduct PD sessions in differentiating instruction with a focus on literacy and ways to incorporate literacy into all subject areas.
- Challenging, grade-appropriate assessments in writing. Revision of rubrics to assess writing.
- Use of reading logs and reasonable reading rubrics to hold scholars accountable for reading
- School-wide celebrations of reading and writing such as Poetry Slam and interclass sharing of response to published pieces

Strategies to increase parental involvement

Waterside will encourage parents to participate in: the following ways:

- Parent workshops that focus on preparing scholars for the state ELA exam
- parent-teacher conferences and functions, and respond to written communications from the class teacher.
- serving as school volunteers for the library or lunchroom, or as the classroom aides
- Parent letters to introduce new units
- joining Parent Teacher Associations and regularly attending teacher led workshops.

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

- New York State ELA, Math, Social Studies and Science assessments, English Language Learners Standards
- Understanding our curriculum and programs
- Reading/ Literacy Strategies
- Impact Math

- Interactive Read Alouds
- Curriculum Night

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

WSL will receive support from various programs. Acuity, and Performance Scantron series will provide our scholars with online support.

Budget and resources alignment

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

By June 2012, WSL scholars will demonstrate progress toward achieving State standards as measured by a 5% decrease of students scoring at level 1 in mathematics on the NYS Math assessment.

Comprehensive needs assessment

Our comprehensive needs assessment included an analysis of student test results including results disaggregated by student group and test item analysis. All staff members at MS318 are involved in data analysis and are provided with all assessment data of scholars they teach. Data analysis is done on an ongoing basis and takes place in the common planning meetings. Review of student results are the basis for our methods to raise our the percentage of scholars scoring at levels 3 and 4 from 16% to 11%.

Instructional strategies/activities

- The teachers will map their teaching to align with the standards and benchmarks and articulate across grade levels.
- In addition, formative and summative assessments will be developed that align with the standards and benchmarks as well as the instruction.
- Math teachers will visit other high performing schools to study strategies and methods from other teachers and professionals.
- The math teachers will study and implement strategies and tools that focus on developing their students' skills in multi-step problem solving and interpreting data using charts and graphs. Time will be allocated for the mentoring of all teachers, including the state-mandated mentoring and induction program for new teachers, and peer coaching, collaboration, and looking at student work for both new and experienced teachers.
- Math teachers will meet twice a week to commonly plan and track student progress.
- The team will ensure that students have various methods of accessing and learning the information. These methods include lunch and learns, after-school tutoring and Saturday academy.
- Once developed, formative assessments will be administered and analyzed to monitor progress, with a focus on multi-step problem solving and interpretation of data using charts and graphs. The formative and summative data will also assist in identifying additional student needs as well as informing decisions regarding the professional development of the teachers.
- Each unit taught by the math teachers will have included opportunities for parents to assist in the learning of mathematics at home, especially in the areas of problem solving and interpretation of data using charts and graphs.
- Parents will have the opportunity to participate in math workshops, focused on problem solving and interpretation of data using charts and graphs.
- Utilizing and incorporating 37.5 minutes into our schedule
- All teachers in the building will make math connections with their content, especially in the areas of problem solving and interpretation of data using charts and graphs.

Strategies to increase parental involvement

- Parent letters to introduce new units
- School website with links to practice sites
- Family workshops for math and problem solving

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

- New York State ELA, Math, Social Studies and Science assessments, English Language Learners Standards
- Understanding our curriculum and programs
- Impact Math
- Curriculum Night

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

WSL will receive support from various programs. Acuity, and Performance Scantron series will provide our scholars with online support.

Budget and resources alignment

- Funding for coverages, substitutes, and per session funded through tax levy Fair Student Funding (FSF) and Title I.
- Consultants funded through Title 1 Highly Qualified Teacher funds
- Materials funded through tax levy Fair Student Funding (FSF) and Title I

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

By 2012, at least **75%** of our English, Math, Science and Social Studies Teachers will engage in differentiated instruction.

Comprehensive needs assessment

Our comprehensive needs assessment included an analysis of student test results. We recognized the need to address the individual areas of need for each scholar.

- Offer professional development in differentiated instruction and conferencing with students to enhance teacher pedagogy to meet the needs of diverse student groups.
- Teachers will participate in network sponsored series of differentiated Instruction Institutes.
- School will use AUSSIE and CFN consultant hours to secure on-site follow up professional development in DI.
- Utilize the SBO process to convert one 37.5 minute extended day module from small group instruction to teacher team meeting time. This will enable teachers to meet regularly to engage in collaborative inquiry focused on student achievement and teacher practice.
- Teachers will be provided with opportunities to model and observe
- Teachers will participate in professional development on differentiated instruction practices through network support
- One on one coaching offered through the network
- Administrative observations focused on clear learning objectives and differentiated instruction strategies
- Check lesson plans for alignment with State standards
- Constructive feedback from administration to teachers relative to differentiated instruction
- Teachers will meet once a week to share data, best practices and develop action plans to address scholar needs
- Technology is used to further differentiate instruction.
- Teachers are encouraged to maintain and update Data Binders which are used to monitor scholar progress
- Math Club and Newspaper Club meets weekly to challenge both level 3 and 4 scholars to delve deeper into mathematical/ Research concepts and challenge higher order thinking.

Strategies to increase parental involvement

- Parent letters to introduce new units
- School website with links to practice sites
- Family workshops on ways to support differentiated instruction

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

N/A

Budget and resources alignment

- Funding for coverages, substitutes, and per session funded through tax levy Fair Student Funding (FSF) and Title I. Fair Scholar Funds will also be used for afterschool/ Saturday per session. Title 1 10% will be set aside for teacher Professional Development in ELA instruction and AUSSIE consultations.
- Consultants funded through Title 1 Highly Qualified Teacher funds
- Additionally NYSTL funds will be used to purchased additional books at various levels and computer reading programs directed at our scholars.

ANNUAL GOAL #5 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 #5

By June 2012, 75% of teachers will gather, analyze and use student data to inform instruction.

Our comprehensive needs assessment included an analysis of student test results. We recognized the address the individual areas of need for each scholar.

Instructional strategies/activities

- Teacher teams will receive professional development on accessing student achievement data from various DOE data systems e.g. ARIS, nyStart
- Administrators and teacher teams will analyze student data to identify trends and school-wide instructional challenges.
- Teachers will set and monitor measurable learning goals for groups of students, especially at-risk students.
- Teachers will be trained to look at student work using Common Core Standards.
- Teachers will be trained to use assessments (formative and summative) to plan differentiated lessons and flexible groups
- Teachers will engage in inter-class visitations to observe promising practices.
- Department meetings, faculty meetings, and Professional Development periods focused on analyzing data and formulating lessons.
- Professional Development for Core Inquiry Team

Strategies to increase parental involvement

- Parent letters to introduce new units
- School website with links to practice sites
- Family workshops to understand test scores, progress data, assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

N/A

Budget and resources alignment

- Funding for coverages, substitutes, and per session funded through tax levy Fair Student Funding (FSF) and Title I.
- Consultants funded through Title 1 Highly Qualified Teacher and School Support Organization
- Materials funded through tax levy Fair Student Funding (FSF) and Title I

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	30	32	15	0	17	As needed	As needed	As needed
7	35	31	As needed	As needed		As needed	As needed	As needed
8	21	46	As needed	As needed		As needed	As needed	As needed
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	The SETSS provider, who does not have a full caseload, provides AIS support to the school's struggling readers, both in small groups and on an individual basis. She also pushes into ELA classes to support struggling readers in the classroom setting. Both teachers use an Orton-Gillingham approach and one will be receiving training in the Wilson Foundation program. Services are provided during the school day in both push-in and pull-out models. The ELA teacher also provides afterschool Academic Intervention Services for scholars struggling in ELA from 3:15 - 4:30 pm four times a week. Technology is integrated using the Ticket- to- Read online reading program. Beginning in Mid-January, we will provide Saturday Academy classes for scholars.
Mathematics	Mathematics Intervention is provided by our math teacher who provides afterschool academic Intervention services for scholars struggling in math from 3:15 -4:30 three times a week. We incorporate more of the Impact Math additional components to our scholars during small group instruction. Beginning in Mid-January, we will provide Saturday Academy classes for scholars struggling in mathematics.
Science	NA
Social Studies	NA
At-risk Services provided by the Guidance Counselor	The guidance counselor follows up on scholars in crisis during the school day as needed. She also provides individual and group counseling to meet scholar mandates. Additionally the counselor reaches out to families and scholars and provides behavioral modifications that can be addressed in school and at home to enhance the learning of all scholars.

At-risk Services provided by the School Psychologist	School Psychologist follows up on scholars in crisis. He also provides individual counseling to meet scholar mandates.
At-risk Services provided by the Social Worker	NA
At-risk Health-related Services	On an as needed basis during the day

**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

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

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

1. The Waterside School for Leadership will put into operation programs, activities and procedures for quality involvement of all parents of Title 1 eligible scholars consistent with the Elementary and Secondary Education Act. All programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. The Waterside School for Leadership will carry out programs, activities and procedures in accordance with the definition of parental involvement.
As a new school, we recognize that parental involvement means the participation of parents in regular, two-way meaningful communication involving scholar academic learning and other activities:

We will work to ensure:

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

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

- a. Scheduling day and evening PTA meetings to accommodate working parents.

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

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

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

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

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

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

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

Additional opportunities for our parents to become involved:

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

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

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

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

In addition, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, 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

I. School Responsibilities

Waterside will work to ensure that we continue to:

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 with 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:

Waterside asks that families support us through our family accountability compact. See below:

:

WATERSIDE SCHOOL *for* LEADERSHIP Family Accountability Compact

SCHOOL COPY: Please sign and return.

ATTENDANCE:

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

CLASS WORK and HOMEWORK:

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

CODE OF CONDUCT:

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

FAMILY SUPPORT:

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

SCHOLAR DRESS POLICY:

- I will ensure that my child comes to school in proper dress, according to the guidelines listed in the Scholar Handbook.

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

Waterside also asks that families:

- 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.

**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 CFN 204	District 27	Borough Queens	School Number 318
School Name Waterside School for Leadership			

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

Principal Linda Munro	Assistant Principal
Coach	Coach
ESL Teacher Katherine Morales	Guidance Counselor Trudy Ann Gordon
Teacher/Subject Area Dwight Curwen/ ELA	Parent
Teacher/Subject Area Caroline Feeney/ ELA	Parent Coordinator
Related Service Provider	Other
Network Leader Diane Foley	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	200	Total Number of ELLs	17	ELLs as share of total student population (%)	8.50%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

1. First, parents are given a home language survey (HLIS) to fill out for the new student. If the survey reveals that the student understands, reads, writes, or speaks a language other than English, he or she must take the LAB-R exam. The exam assesses how well the student can read, write, listen and speak English. Entitlement is based on the results of the LAB-R. For those students who cannot complete the exam in English but are native Spanish speakers, they are given the Spanish LAB. That exam is administered by a Spanish speaking licensed pedagogue. Once entitlement is established, students are placed in the desired second language program, whether it is ESL, transitional bilingual or dual language. Every spring, all current English language learners (ELLs) must take the New York State English as a Second Language Achievement Test. If they do not reach proficiency (P) level, they will remain an ELL for the upcoming school year.

2. Parents of newly entitled ELLs are invited to attend an orientation. Based on the current trend of newcomers, coupled with LAB-R results, parent orientations are held once or twice a month.

3. After LAB-R results have determined entitlement, letters are sent home, inviting parents to attend an orientation. At the orientation, parents are given information as to what programs and services are available to them as parents of ELLs. There are three programs offered: Transitional Bilingual, dual language and freestanding ESL. Parents are given the opportunity to inquire about all aspects of the programs available. If there is a program that is not available at a particular school, parents have the right to place their child in a school with their program of choice. They choose their desired program by filling out the parent selection survey.

4. Based on the parent selection survey, students are placed in their parent's choice of program. Parents are invited to speak with the ESL and general education teachers, inquire about all aspects of the instruction their child will receive. If communication in English is not possible, a translator is available at all times.

5. Through the NYC DOE, there are three language programs made available to our ELLs. According to the surveys, all parents are in favor of placing their children in freestanding ESL. Based on these numbers, we have developed a strong ESL program to accommodate their preference. Currently, there are not enough parents who have selected the other two programs, transitional bilingual and dual language. We have had only 1 newcomer this year so far and the parent's preference was freestanding ESL.

6. Currently, the trend shows us that freestanding ESL is the most popular program option. Parents are made aware of the other

ESL programs, Transitional Bilingual (TBE) and Dual Language. If a parent requests the other choices, and there aren't enough numbers to implement these other choices, the ESL teacher will coordinate communication between the parent and the borough's ISC center to locate a school with the appropriate services for their child. Again, we have one newcomer to our ESL program

Part III: ELL Demographics

A. ELL Programs

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

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

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							7	6	4					17
Total	0	0	0	0	0	0	7	6	4	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	5	0	2	8	1	2	4	0	0	17
Total	5	0	2	8	1	2	4	0	0	17

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							4	5	2					11
Chinese								1						1
Russian														0
Bengali														0
Urdu														0
Arabic							2		1					3
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	7	6	4	0	0	0	0	17

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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							4	5	2					11
Chinese								1						1
Russian														0
Bengali														0
Urdu														0
Arabic							2		1					3
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish									1					1
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	6	4	0	0	0	0	17

Part IV: ELL Programming

A. Programming and Scheduling Information

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 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?

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

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

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

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

Plan for Newcomers

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

- An informal scholar orientation

A. Programming and Scheduling Information

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

Plan for Long Term ELLs

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

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

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

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

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

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

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

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)

A. Programming and Scheduling Information

differentiating instruction.

B. Programming and Scheduling Information--Continued

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

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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Science:

D. Professional Development and Support for School Staff

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

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

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population within the prescription of the Balanced Literacy Prototype.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our staff have included:
 - o Scaffolding in the content areas
 - o Native Language Literacy Development
 - o Differentiation in the ESL classroom
 - o Differentiation in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
 - o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended.
 - o Social Studies and Technology workshop

E. Parental Involvement

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population within the prescription of the Balanced Literacy Prototype.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our staff have included:
 - o Scaffolding in the content areas
 - o Native Language Literacy Development
 - o Differentiation in the ESL classroom
 - o Differentiation in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
 - o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended.
 - o Social Studies and Technology workshop

E. Parental Involvement

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	1	1					5
Intermediate(I)							2	0	1					3
Advanced (A)							2	5	2					9
Total	0	0	0	0	0	0	7	6	4	0	0	0	0	17

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

NYSESLAT Modality Analysis

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

NYS ELA

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Waterside School for Leadershi</u>		School DBN: <u>27Q318</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Munro	Principal		11/30/11
	Assistant Principal		
	Parent Coordinator		
Katherine Morales	ESL Teacher		11/30/11
	Parent		
Dwight Curwen/ ELA	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		
	Coach		
	Coach		
Trudy Ann Gordon	Guidance Counselor		11/30/11
Diane Foley	Network Leader		11/30/11
	Other		
Allison Isaac	Other <u>Paraprofessional</u>		11/30/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q318** School Name: **Waterside School for Leadership**

Cluster: **2** Network: **204**

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.

Translation and oral interpretation needs are determined using the home language survey report. Most of our ELL parents speak Spanish. The second largest populations are Arabic speakers. To ensure that Spanish speaking parents are informed about their child's education, all literature and conferences are translated by the Parent volunteers, teachers, clericals, or school aides. Online translation services such as babelfish and google translate are used as well. All other language spoken by our ELL families receive oral translations from our teachers, students and other staff members.

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.

Spanish is the most common language in need of translation. All literature generated by WSL is translated by Spanish speaking teachers, online translation services or pre-made sites. All members of the WSL faculty and staff are aware of multi-lingual personnel that can serve as translators.

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.

All documents that are sent home need to be sent in both English and Spanish. Spanish translation is provided in-house by a teacher proficient in written Spanish. Over the past two years, the school has translated many documents which only require date changes (half day notices, school closure notices, etc.) and kept in a database. Written translation services will be provided by our in-house school staff. The staff has been surveyed as to their multi-language proficient skills and their availability to translate for families whose language is other than English. Whenever necessary, translation services will be provided by the Office of English Language learners and the various community groups.

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.

The school provides oral translation at all meetings in Spanish through the use of an in-house translator (ESL teacher or parent volunteers). The school is currently pricing electronic systems to deliver translation without having to repeat what was previously said in English; in this way, the translator can translate concurrently as the initial speaker speaks. Once the school receives the translation allocation, we will make the determination as to whether the purchase of such equipment is feasible. In either case, Spanish translation is available at multiple meetings by parent volunteers.

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

The school will survey all parents in September 2010 to assess language needs. The school will also identify crucial documents that need to be translated at least 30 days in advance, to ensure that all necessary documents are translated and available. School will create a schedule of all meetings and ensure that translation is available. WSL will seek the assistance the Translational and Interpretation Unit from the NYC Department of Education whenever necessary for all other languages.