



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** WESTCHESTER SQUARE ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08X558

**PRINCIPAL:** SARA DINGLEDY      **EMAIL:** SDINGLEDY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** CARRON STAPLE

**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
Sara Dingley	*Principal or Designee	
Denise Haynes	*UFT Chapter Leader or Designee	
Ms. Bertsche	*PA/PTA President or Designated Co-President	
Matt McSorley	DC 37 Representative, if applicable	
Angelique Oakley Julissa Lambert	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Kori Johnson	CBO Representative, if applicable	
Aamir Rodriguez	Staff	
Jasmine Suarez	Member/ PA Secretary	
Steven Lopez	Member/ PA Treasurer	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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**

- In English and Social Studies, all students will complete at least two common core-aligned writing tasks and two common core-aligned graded seminar discussions that utilize a rubric (and therefore assessment expectations) that students use clear, relevant and specific evidence to support claims.
- In English and Social Studies, a minimum of 75% of students will improve at least one level (on our WSA common Seminar and Writing rubrics) in their use of evidence in their essays and seminar discussions between the fall and the spring.

### **Comprehensive needs assessment**

- Given the adoption of the CCLS in the city-wide expectations, our school is committed to developing CCLS aligned assessments and the supporting curriculum.
- Upon review of student reading levels, we have determined that a literacy focus to our curriculum will help support student achievement across all subject areas.

### **Instructional strategies/activities**

- a) All teachers will take part in a two-week PD to review and refine common rubrics for writing, reading and discussion.
- b) ELA and Social Studies teachers, as well as ESL and special education co-teachers, will collaboratively develop units that consistently incorporate the common rubrics and explicit instruction about how to develop claims from close reading of specific texts and how to identify key, relevant pieces of evidence to support claims.
- c) ELA and SS teachers will collaboratively develop Quarterly Assessments to inform the degree to which students have mastered skills and content, and track progress of students on the common seminar and writing rubrics.
- d) ELA and SS teachers will engage in common planning time weekly and engage in protocols to reflect on planning, student work and instructional delivery.
- e) Mobile learning lab

### **Strategies to increase parental involvement**

- Symposium to celebrate student work and demonstration of student speaking and listening standards.
- Award ceremonies to celebrate growth.
- Communication about Academic performance via Jupiter Grades and parent conferences
- Per session for teachers and social workers to devise and implement appropriate interventions strategies, including Wilson and Unison Reading.
- Per session for teachers to provide after school tutoring and support.

**Budget and resources alignment**

• Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy  X  Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III  X  Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Teachers salaries (\$585,000, galaxy line GJHQA, GJHQB, GJHQD, GJHQ9, GJS2T, GJS2S, GJHQC, GJHQB, GJHQE, GLMFX)
- Per session funds for curriculum development and tutoring (\$70,000, scheduled through RTTT grant—allocated by network)
- Symposium printing, communication (VKKE/ 034107 AND UYJW/ 014556 for \$5,000)
- Mobile learning lab to support student engagement and individualized instruction. (Computers and technology were \$45,000. Activity Code UAOY, QC=037530. Software for individualized math and ELA support Activity Code V9S5, QC=004615, \$1120 AND UAPO/ 037530 \$1122).

**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**

- 75% of students agree or strongly agree that they feel that students respect their teachers.

**Comprehensive needs assessment**

- As a new school, we are committed to developing a supportive culture that fosters high student attendance and high achievement in the classroom.

**Instructional strategies/activities**

- a) All staff will take part in full day training with Ramapo for Children to develop strategies and ideas for managing challenging behavior and developing preventative and supportive discipline plans.
- b) Princeton Blairstown retreat
- c) School staff will work together over the summer to establish classroom and school-wide norms. As part this PD, staff will discuss a series of scenarios and discuss how the teachers can address behaviors and situations in an effective way.
- d) All students will be matched to a mentor/ mentorship group who is a member of the staff. These mentorship groups will meet four times weekly for 30 minutes and the goal of mentorship will be to strengthen relationships between staff and students and among students. Mentors will serve as advocates and liaisons to home for each student.
- e) Teachers will use Jupiter Grades, an on line grading and referral platform to communicate about student academic and discipline matters.
- f) Each month, all staff members will use a protocol to case conference around specific students and develop behavioral intervention plans.
- g) School will be staffed with a social worker and a part time dean to support students and teachers in developing a strong and supportive culture.

**Strategies to increase parental involvement**

- We will use Jupiter Grades to increase parental contact.
- Frequent parent conferences and contact to support student achievement and positive behavior
- Mentor-led and dean-led intervention plans with short-term goals and follow up involvement.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Purchasing Jupiter Grades for parent communication and tracking (U6G4/ 014556, \$616)
- Princeton Blairstown Retreat for all incoming 9<sup>th</sup> graders and training for the leadership team (VWRU/ 034107 AND UWPU/ 031602 AND T3B1/ 034107, \$19,890)
- Per session for teachers to plan mentorship curriculum (\$70,000 from RTTT grant. Allocated by network)

### **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**

- All teachers will show growth in at least one mutually agreed upon school-selected competency from a school-wide teaching rubric that is based on the Kim Marshall Teaching Performance Standards. Competencies include: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-Up; Family and Community OutreachF. Professional Responsibilities.

#### **Comprehensive needs assessment**

- As a new school, we are currently defining and framing our instructional vision using a researched backed format to shape instruction. We have developed a system to support teachers using a research based frequent and high impact observation cycle.

#### **Instructional strategies/activities**

- a) All teachers and administrators will work over the summer and fall to identify four school-selected competencies that define “what good teaching looks like.”
- b) Teachers and Principal will engage in regular Professional Development around each of these competencies and will discuss how to best implement this practice in the classroom.
- c) In the fall, each teacher will self assess on a rubric for the school –selected competencies and then select which of the competencies they would like to focus on for the year.
- d) Principal, and teacher leader, will visit classrooms regularly and will provide teachers with formative, meaningful and actionable feedback in email form within 24 hours after the visit.
- e) In December, each teacher will meet with the Principal for a mid-year check in to go over the teacher’s original goals and document their progress through another self-assessment, along with Principal feedback. This mid-year check in will result in a goal setting document for the remainder of the year.
- f) Teacher and Principal will engage in a year-end check in that will follow a similar process as the mid-year check in.
- g) AUSSIE coach for math development
- h) Ramapo coach for new teacher development
- i) Network support around CCLS instruction and teacher leadership teams and data analysis. Individual coaching for Social Studies teacher from network support team.

#### **Strategies to increase parental involvement**

- Parent conferences to communicate CCLS and school mission/ vision
- Conversations with parents of students with special needs to discuss support and academic progress.
- Academic interventions and support that are communicated to parents and students.

**Budget and resources alignment**

• Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- RTTT grant for Ramapo and Aussie coaches (\$19,500 UEVT/ 037530)
- Per session money for PD and curriculum development. (VKKA/031602, \$4225 AND \$70,000 from RTTT grant—allocated by network)



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Reading Program Unison Reading Interactive reading/ Annotation	Small group Small Group Whole class	During day and after school During day and after school During day
Mathematics	IXL math support Math Lab/ interventions	Small group Small group	During day and after school During day and after school
Science			
Social Studies	Tutoring	Small group tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling support Mentorship Young women and Young Men's Club	One on one and group Small group Small group	During school During school After school

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Our hiring process aims to recruit experienced teachers that will perform at a high level. We have a three step process—an initial phone interview to evaluate a teacher’s beliefs around student achievement and efficacy, a model lesson and teacher/ student interview panel to assess a teacher’s ability to craft lessons and manage a classroom, and a final interview to determine if the teacher buys into the mission and vision of the school.

Once a teacher is hired, they are highly encouraged to attend a two week staff training and orientation over the summer. This orientation is run by the teachers and staff of WSA, and includes training around our essential features, including mentorship, seminar, collaboration and annotation. New teachers are also encouraged to participate in our Summer Bridge with incoming 9<sup>th</sup> graders as a way to get initial feedback about their teaching and classroom management.

During the school year, teachers will receive on going coaching using the Danielson (and other school based tools) through a cycle of frequent class visits and short, actionable feedback. All teachers will also participate in weekly professional development during an early release day. These PDs are mostly designed by the school, and include topics such as mentorship, writing objectives, creating checks for understanding, structuring student focused lessons, and classroom management tools.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 <b>Chris Groll/Michael Alcoff</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>558</b>
School Name <b>Westchester Square Academy</b>			

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

Principal <b>Sara Dingley</b>	Assistant Principal <b>N/A</b>
Coach <b>Pablo Schelino</b>	Coach <b>N/A</b>
ESL Teacher <b>Claire Rann</b>	Guidance Counselor <b>Denise Haynes</b>
Teacher/Subject Area <b>Aamir Rodriguez/Spec. Ed.</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>Lacey Vargas/Spec. Ed.</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>N/A</b>	Other <b>Rose Firriolo/Secretary</b>
Network Leader <b>Michael Alcoff</b>	Other <b>N/A</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>107</b>	Total Number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>10.28%</b>
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## Part II: ELL Identification Process

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

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

1. ELL identification begins when a parent/guardian enrolls a new student in WSA. Our secretary, Rose Firriolo (a native Spanish speaker), conducts an initial informal interview to determine what language(s) the parent(s) and child speak and with what language they are most comfortable. If the parent indicates that his/her family speaks a language other than English, an ESL teacher or other licenced pedagogue trained by the ESL coordinator, Claire Rann, steps in to conduct an interview and administer the Home Language Identification Survey (HLIS). If the survey indicates that a language other than English is mostly spoken at home, the teacher confirms this verbally in another informal interview over the phone or in person. Ms. Rann or Ms. Firriolo will arrange for telephone translation service if nobody at the school can translate. Next, the survey is passed on to the ESL Coordinator, who will schedule LAB-R testing to be completed before the student's 10<sup>th</sup> day of enrollment at WSA. The test is administered by a licensed ESL teacher and/or coordinator.

For students whose LAB-R scores indicate they do not require services, a non-entitlement letter is mailed home in the parent's preferred language. All entitled students are administered the NYSESLAT annually by the ESL coordinator until they score proficient. In order to ensure all ELLs receive the NYSESLAT annually, Claire Rann (ESL coordinator) will cross reference the RLER, RNMR and RLAT reports to ensure that all eligible students are tested. Ms. Rann coordinates all logistics of NYSESLAT testing including receiving and retuning of all materials.

Newly-admitted students who transfer from other NYC public schools should already have HLIS and LAB-R data on file. For these students, Ms. Rann, the ESL coordinator, checks their ATS records and assigns them to classes for the appropriate level of ESL instruction within 10 days of registration.

Each year the language acquisition progress of all English language learners (ELLs) is assessed on the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to analyze the language growth of our students by measuring student proficiency in speaking, listening, reading, and writing. NYSESLAT test results determine student qualification for ELL services and provide insight into the educational needs of ours ELLs. Assessment results influence educational decisions for the following school year. A team of certified teachers works together to test the ELLs in each modality, using the appropriate grade level assessments. We review all procedures and expectations for each aspect of the test. Test directions, scoring guides, rubrics, exemplars,

and practice sets provided by NYS provide clear guidance through the process.

2, 3, 4. The LAB-R is scored immediately by the ESL coordinator, Claire Rann, and the entitlement or non-entitlement letter is sent out in the family's preferred language, along with a brochure describing the three ELL options and a selection form. Copies of letters that are sent out are kept in students' individual files in the main office. Contact information and dates for an ELL parent orientation or individual meeting are included. The ESL coordinator contacts parents, using a translator if necessary, to schedule an orientation meeting within 10 days of their student's enrollment. At the fall parent orientation session or at individual meetings, parents are invited to watch a video--in their preferred language if available--explaining the transitional bilingual, dual language, and ESL options. They are then asked to complete the selection form. Translators will be present whenever possible to assist in answering questions; otherwise, we use the telephone translation service. If a parent chooses an option other than ESL, he/she is informed of his/her right to transfer his/her child to a school that provides the program of his/her choice. If the parent chooses to keep his/her student in WSA's ESL program, this decision is recorded on the appropriate form. If a parent does not attend a parent meeting or respond to our letter and phone calls with the completed selection form, their child is placed in ESL. If at any point our school provides a bilingual program in the student's language, students whose parents do not respond will be placed in the bilingual program instead. In any case, students are placed in an ESL program within 10 days of enrollment if they qualify. Records of parent choices are kept in students' individual files.

5. WSA has yet to enroll any students who are entering the New York City public education system for the first time. The students designated as ELLs thus far have all chosen ESL programs.

6. WSA has yet to receive any parental requests for bilingual classes. We will keep on file a record of parent choices even if the student goes to another school. If at any point this list reaches the total number of students necessary for a bilingual program, we will contact the parents and inform them that there is a sufficient number of students to open a 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
<b>Transitional Bilingual Education</b>														<b>0</b>

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	5	0	1	3	0	2	3	0	1	11
<b>Total</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>11</b>

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

### C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	<b>0</b>													

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

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

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: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	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										9				9
Chinese										0				0

## 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
Russian										0				0
Bengali										0				0
Urdu										0				0
Arabic										0				0
Haitian										0				0
French										1				1
Korean										0				0
Punjabi										0				0
Polish										0				0
Albanian										0				0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1a. Our Freestanding ESL program consists mainly of push-in classes (co-taught by one teacher certified in the content area and one ESL-certified teacher) but also includes pull-out classes which generally involve the ESL-certified teacher working one-on-one with ELLs requiring extra instruction.

1b. Push-in (co-taught) classes are graded, heterogeneous by proficiency level, and include students who are not designated as ELLs. Pull-out classes are currently ungraded, as WSA currently only serves 9<sup>th</sup> grade, but in the future may be ungraded as we incorporate more

## A. Programming and Scheduling Information

grades. Classes are not blocked, though ELLs are almost exclusively placed in the same ELA and Global History classes.

2. Our standard programming provides each ELL with a double-period ELA class co-taught by an ESL-certified teacher, which meets for 520 minutes per week. This amount of instruction far exceeds the mandated 180 minutes. Beginning and intermediate ELLs receive 45 to 140 minutes of additional one-on-one instruction in lieu of study hall or extended day instruction. During this time, ELLs receive support in developing English proficiency and/or meeting the language demands of content classes. Beginning and intermediate ELLs, then, receive 565 to 660 minutes of instruction a week.

3. At WSA, teachers instruct all classes--with the exception of foreign language classes--in English. Thoughtful planning ensures that content area lessons are scaffolded for ELLs by utilizing visuals, pre-teaching key academic and background vocabulary, making picture dictionaries available for student use, differentiating reading appropriately, and grouping students strategically. The ESL teacher modifies assignments and grading rubrics for ELA and other content areas accordingly. All students, including ELLs, read, write, and speak in English daily. Additionally, the ESL teacher offers support to all content area teachers planning lessons appropriate for ELLs at different proficiency levels. The ESL teacher is available after school, during study halls, and during extended day sessions to provide extra support to individual ELLs or small groups of ELLs.

4. Our Spanish teacher, Lacey Vargas, administers the Spanish LAB to newcomers for whom Spanish is a first language.

5a. Since WSA currently has no SIFEs and does not foresee a great increase in this population moving forward, teachers will develop plans for SIFEs on an individual basis. Whenever possible, the ESL and content area teachers will identify SIFEs before the year starts and then work with their parents to create IEPs for them. Teachers will consider factors such as the student's literacy in his/her first language; number of years without school; whether or not he/she is accustomed to following school norms; the quality of the student's previous education; his/her current skills in all content areas; and the presence of basic skills necessary for classroom learning and participation, such as note-taking, studying, and completing assignments on time. Once these factors are evaluated, teachers will scaffold content lessons appropriately, utilizing many of the same strategies applied to sheltered instruction for non-SIFE ELLs but with increased focus on specific areas of skill-and content-based need.

5b. In our ELA and history classes, which all ELLs take, students are explicitly taught reading and comprehension strategies. Students read and annotate frequently in class, and while in-class reading occurs teachers are able to work individually with low-level ELLs to ensure understanding. WSA's universally-applied annotation rubric clearly and concisely outlines teachers' expectations for students and offers a clear method of direct and specific feedback for students to improve their reading comprehension and fluency. Because newcomer ELLs vary so greatly in their English proficiency levels, literacy levels in their first language, and educational backgrounds, teachers utilize a range of strategies to meet each individual newcomer's specific needs. One practice applied to all newcomers is consistent evaluation of students' background knowledge and skills before the start of every unit. In cases where ELLs may be at a disadvantage because of a lack of US-specific cultural or historical knowledge, lessons are scaffolded appropriately to provide necessary vocabulary and background knowledge.

5c. Teachers guide ELLs receiving services for 4-6 years to broaden their academic vocabulary, read and analyze more challenging English-language texts with fewer scaffolds, absorb the finer points of English grammar, and write extended works close to the level of their native-English-speaking peers. Teachers continue to evaluate ELLs' progress and provide feedback using rubrics and individual conferences on a regular basis and scaffold lessons accordingly.

5d. Long-term ELLs work closely with the ESL teacher and their parents as well as their mentors and core content-area teachers to identify continuing barriers to proficiency. When possible, this team should draft an action plan outlining specific steps to address these barriers at the beginning of the school year and revisit it periodically throughout the year to evaluate the student's progress and amend as necessary.

6. The SPED coordinator, Aamir Rodriguez, and the ESL coordinator, Claire Rann, work closely with the principal to schedule programs for ELL-SWDs. Students' scores on the NYSESLAT and SPED academic testing such as the WRAT, KTEA, and Woodcock and Johnson are considered during student placement process. ELL-SWDs are placed in class co-taught by one teacher certified in the content area and/or ESL and another SPED-certified teacher. Both SPED-certified teachers are bilingual. Every ELA class has a classroom library with

## A. Programming and Scheduling Information

high-interest books at a range of levels, and students choose their own books to read and annotate silently during the first 30 minutes of class. Thoughtful backwards team-planning ensures that lessons are scaffolded to suit student needs. Instructional strategies include utilizing visuals and graphic organizers, building off of background knowledge, and pair and small group work. Extra individualized support is also available during study hall and extended day as well as after school.

7. All students with special needs attend co-taught classes with one content-area-certified teacher and one SPED-certified teacher. Teachers have access to their students' IEPs, and special education teachers are available to assist in planning lessons to accommodate particular students' needs. For students who have both LEP and special needs, the ESL coordinator, the Special Education coordinator, and the principal review students' IEPs and NYSESLAT scores to determine the combination of instruction that will best benefit each individual student. In general, the programs and modifications outlined in the IEP inform a student's placement, but every effort is made to accommodate both mandated ESL/ELA/NLA instruction along with Special Education teacher support services.

### 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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

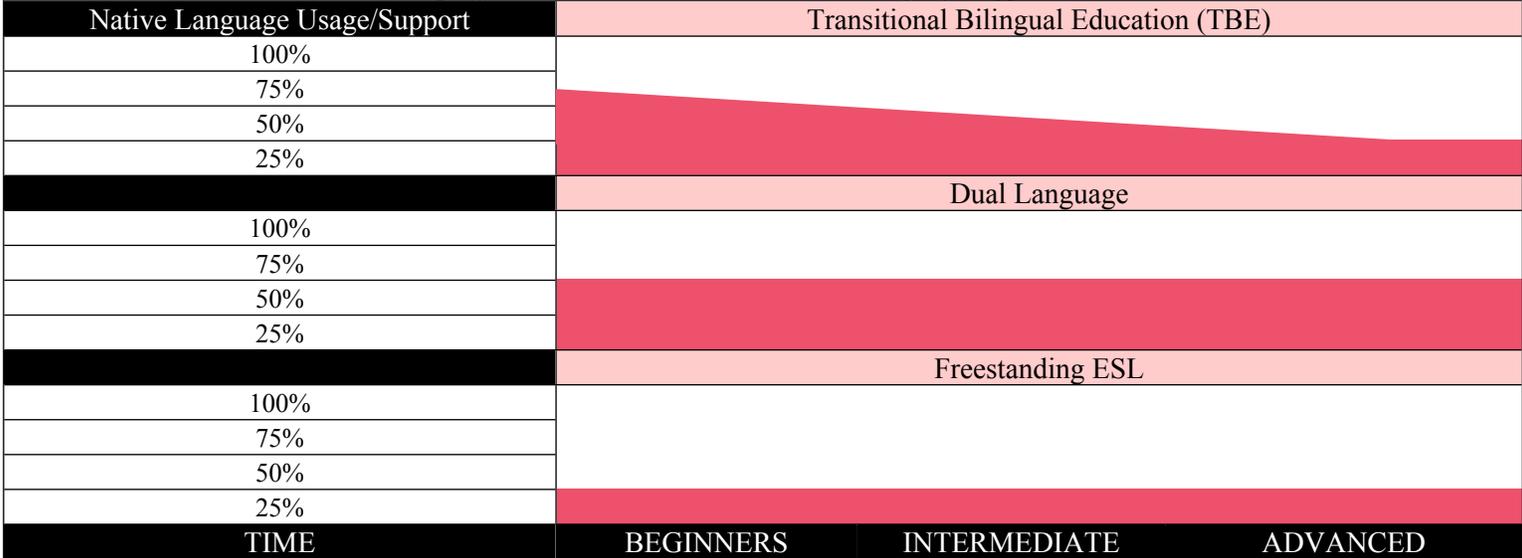
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

## B. Programming and Scheduling Information--Continued

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?

8. Each department (ELA, math, history, and foreign language) administers formal assessments every quarter. Department members review the data to note deficiencies, skill needs, and subgroup performances. All of our ELL subgroups are included in this assessment cycle and data analysis, and from this data department members (including the ESL coordinator) determine reteaching needs and special support needs. Any student flagged for extra support is entitled to receive any or all of the following intervention services: office hours after school; special grouping considerations; and extra reading and writing support during study hall or period 10. All ELLs also receive testing accommodations, and they also have access to Rosetta Stone English online, which they can access both at school and at home.

All ELLs are co-taught by an ESL-certified teacher in a double-blocked (100 minute) class. An ESL-certified teacher also pushes into global history classes at least twice a week and is available to push into math classes as necessary.

9. All core content classes (ELA, history, foreign language, and math) focus on strengthening students' literacy, reading, and writing skills. All of these classes hold regular Socratic seminars and engage in structured collaborative work to build speaking proficiency. Furthermore, advisors of ELLs reaching proficiency are notified and asked to report any difficulties they notice students having related to language.

10. Students and staff are working to form peer tutoring and mentoring clubs that will offer services to the student body, including ELLs. Our ESL coordinator will also be offering a Wilson intervention course next year to help develop ELLs' phonemic awareness and decoding skills.

11. N/A

12. ELLs participate fully in school life at Westchester Square Academy. All ELLs belong to integrated and interest-based mentorship groups with a mentor teacher who will remain with each group of students for all four years. These groups meet 4 times a week for 30 minutes, and meet for longer periods of time during testing times. ELLs are encouraged to participate in all athletic and after-school activities. Additionally, all teachers hold office hours after school that are available to any students wanting extra help, including ELLs. ELLs are also invited to participate in an extra intervention period on Thursday afternoons in place of early release.

13. ELLs have access to school laptops with internet access during study hall and after school as well as for use during some core content classes. ELLs are also enrolled in online Rosetta Stone English, which they can access both at school and at home with ESL teachers keeping track of progress. There are also picture dictionaries and bilingual dictionaries available for use in every classroom library.

14. ELLs receive native language support primarily through ESL resources in classroom libraries. Students are also able to use Google translate as necessary. The native language of the majority of our ELLs is Spanish, so we have several Spanish-speakers on staff (including our ESL teacher) available to translate as needed. All of our grading rubrics are available in both Spanish and English. Finally, a Spanish native language arts class is also available to students.

15. Because of the small number of ELLs currently enrolled, they are grouped by grade level into one co-taught ELA class. Different proficiency levels are also taught in small groups as necessary.

16. We have not received any newly-enrolled ELL students yet, but all students are invited to participate in a week-long summer program to introduce them to WSA's structures (including Socratic seminar) and culture. Should the numbers of newly-enrolled ELLs increase, we could potentially add an ESL component to this program. All freshmen are also invited to attend a one-day overnight to Princeton-Blairstown, an outdoors high-ropes and teambuilding facility in New Jersey.

17. Currently, Spanish and Persian classes are offered to WSA students, as well as French, German, and Italian Rosetta Stone programs. Next year French and Spanish I&II will be offered as well as Persian II.

### 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)?

N/A

### D. Professional Development and Support for School Staff

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

1. The ELA team meets weekly to assess teaching and learning strategies for all students, including ELLs. The ESL coordinator participates fully in all departmental curriculum development and recommends specific instructional scaffolds and pacing accommodations for different levels of ELLs. Our ESL teacher works individually with the principal and network ESL coach to review best practices in ELL instruction.

2. All students participate in small, interest-based mentorship groups that meet four times a week for 30 minutes. These groups provide a safe space for students to discuss, among other things, issues related to their transition from middle school. Mentors are given training over the summer as well as monthly PD sessions to prepare them to work with many different kinds of students, including ELLs.

3. All teachers attend two weeks of professional development over the summer which includes ESL training as well as co-teaching training. Further training is provided at weekly PD meetings.

## E. Parental Involvement

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

1. Mentors regularly contact parents and guardians by phone or email to report on student progress as well as discipline issues. Parents can access their students' grades and behavior logs at any time via the school's online gradebook ([www.jupitergrades.com](http://www.jupitergrades.com)). Parents are also involved in the school's Parents' Association, which includes parents of ELLs in leadership positions as well as a Spanish-language translator. Parent attendance has been high at both conferences and symposium events. Letters and emails home are translated whenever possible.

2. WSA has a relationship with a non-profit that matches young women at our school from West African backgrounds and their parents with mentors from similar places.

3. Three of our mentorship groups are led by bi-or tri-lingual mentors who regularly contact parents to ensure their needs are being met. The home language survey also provides the school with data regarding ELLs' parents' backgrounds and their preferred method and language for contact.

4. WSA determines what workshops and events are most useful and necessary to parents based on feedback from mentors as well as conversations with parents during school events and during Parent Association meetings. Translation is provided during these events, and parents are informed of goings-on in their preferred language.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>													
	<b>A</b>													
	<b>P</b>													

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

**New York State Regents Exam**

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

N/A

### 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.

## Part VI: LAP Assurances

<b>School Name:</b> <u>Westchester Square Academy</u>		<b>School DBN:</b> <u>08X558</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sara Dingley	Principal		2/1/13
N/A	Assistant Principal		
N/A	Parent Coordinator		
Claire Rann	ESL Teacher		2/1/13
N/A	Parent		
Aamir Rodriguez/Spec. Ed.	Teacher/Subject Area		2/1/13
Lacey Vargas/Spec. Ed.	Teacher/Subject Area		2/1/13

**School Name:** Westchester Square Academy

**School DBN:** 08X558

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pablo Schelino	Coach		2/1/13
N/A	Coach		
Denise Haynes	Guidance Counselor		2/1/13
Michael Alcott	Network Leader		2/1/13
Rose Firriolo	Other <u>Secretary</u>		2/1/13
	Other		
	Other		
	Other		