



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WATERSIDE CHILDREN'S STUDIO SCHOOL

DBN (i.e. 01M001): 27Q317

Principal: DANA GERENDASI

Principal Email: DGERENDASI@SCHOOLS.NYC.GOV

Superintendent: MICHELE LLOYD-BEY

Network Leader: DIANE FOLEY

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dana Gerendasi	*Principal or Designee	
Denise Getchius - Staines	*UFT Chapter Leader or Designee	
Cynthia Nieto/Allison Graf	*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	
Bernice Crespo	Member/ Parent	
Frances Ferraro	Member/ Parent	
Lay-Tasha Gregory	Member/ Parent	
Susan Harter	Member/ Teacher	
Corinne O’Shea	Member/ Teacher	
Rosa Boyer	Member/ Teacher	
Parent	Member/ Vacant	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

- By June 2014, all students in grades K-5 will experience Common Core Learning Standards (CCLS) aligned ELA units of study. All units will be aligned to the literacy standards in ELA, Social Studies, and/or Science. At least 70% of the students will meet the standards as evidenced by work products and task rubrics.

Comprehensive Needs Assessment

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

Based on our school data from 2012-2013 Progress Report, 17.8% of our students in grades 3, 4 and 5 were proficient in ELA. We had a combined proficiency of 2.32. As we continue to implement the Common Core Learning Standards into all subject areas, all students will benefit from tasks aligned to the standards. We will use units aligned to the CCLS and work together to achieve this goal and start the process of our children's readiness for college and careers as well as improving proficiency with our students. Teachers will create and revise units of study to incorporate at least three Common Core-aligned units in ELA that:

- Are well-aligned to selected standards as indicated by CCLS alignment protocols and across the content areas.
- Embed the skills outlined in the relevant ELA Common Core instructional shifts.
- Assess student performance and progress through assessments, rubrics and continuums.
- Assess student learning with a rigorous performance task as indicated by Webb's Depth of Knowledge.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in weekly grade meetings with administration.
2. Teams will examine student work and data to understand gaps in student knowledge or skills and inform the revision of their instructional units.
3. During these meetings, teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
4. Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
5. School leadership (Instructional Cabinet) comprised of Grade Team Leaders will meet 1-2 times a month with administration and coordinate this work across the grades.
6. Teachers will have additional opportunities to earn per session for curriculum planning and task design.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, AIS teacher, Resource Room Teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

We will track progress through ongoing data conversations/meetings with grade team and administration, inquiry team meetings, and instructional cabinet. We will look at running records, on demand pre and post writing assessment, LLI data offered through our RtI STAR period, conferring notes, group/strategy work, and iReady data.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. STAR RtI Period Monday – Friday 8:00-8:30, Academic After School every Monday and Tuesday for all students in grades 3-5, Teacher Team Common Prep at least 3 times per week, Inquiry Team work every Wednesday with Whole School Inquiry meeting the last Wednesday of the month, Professional Development through Teachers College Reading and Writing Workshop and teachers ,

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

- Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.
- Building the school’s and the parents’ capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and other school activities.
- Informing and explaining to parents the Common Core Learning Standards and New York City Instructional Expectations, which includes the Danielson Framework.
- Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

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

- By June 2013, each teacher in grades K-5 will participate in at least 6 formative feedback sessions with supervisors and teacher colleagues in all Danielson Framework for Teaching Competencies. At least 90% of teachers will show evidence of implementation of next steps from formative feedback sessions.

Comprehensive Needs Assessment

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

- As part of NYC’s Instructional Expectations, we will continue to implement our school wide system to effectively give teacher feedback through Danielson’s Framework for Teaching in all competencies of the following domains: planning and preparation, classroom environment, instruction and professional responsibilities.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Based on actionable feedback, reflect on and shift daily practice as well as the planning and implementation of Common Core-aligned units.
2. Participate in teacher teams engaging in inquiry to analyze student work to adjust teaching practice and instructional planning as well as plan Common Core-aligned units with key instructional practices.
3. Plan for shifts in instruction
4. Professional development in the Danielson Framework for Teaching
5. Teachers watch videos throughout the year and practice using the rubric to give feedback
6. To provide teacher feedback in the three competencies throughout the year
7. Teacher feedback will be given back through written and verbal feedback
8. Cycles of classroom visits using the rubric of teacher practice as a tool and a lens

B. Key personnel and other resources used to implement each strategy/activity

1. Administration and Teachers who teach more than 50% of the time for the year
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
We will track progress through Teachboost/Advance, action plans (if needed for teachers who are rated ineffective and/or developing, 1:1 feedback conferences and faculty conferences. Teachers who receive an ineffective and/or developing will have an opportunity to use the rubric to rate themselves in an effort to have them reflect on their teaching practice.
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. September intensive, Monthly PD for teachers, post observation conferences (if needed), teacher inter-visitations during the school day, professional development through TC and Metamorphosis aligned to Danielson competencies

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance. • Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and other school activities. • Informing and explaining to parents the Common Core Learning Standards and New York City Instructional Expectations, which includes the Danielson Framework. • Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<ul style="list-style-type: none"> • By June 2014, all students in grades K-5 will experience Common Core Learning Standards (CCLS) aligned Math units of study. At least 60% of students will show an increased understanding of open ended questions as evidenced by work products and task rubrics.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<p>Based on our school data from 2012-2013 Progress Report, 12.6% of our students in grades 3, 4 and 5 were proficient in math. We had a combined proficiency of 2.23. As we continue to implement the Common Core Learning Standards into all subject areas, all students will benefit from beginning tasks aligned to the standards. We will use units aligned to the CCLS and work together to achieve this goal and start the process of our children's readiness for college and careers as well as improving proficiency with our students. Teachers will create and revise units of study to incorporate at least two Common Core-aligned units in math that:</p> <ul style="list-style-type: none"> • Are well-aligned to selected standards as indicated by CCLS alignment protocols and across the content areas. • Embed the skills outlined in the relevant math Common Core instructional shifts.

- Assess student performance and progress through assessments, rubrics and continuums.
- Assess student learning with a rigorous performance task as indicated by Webb’s Depth of Knowledge.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implement the Go Math CCLS program in grades K-5
2. PD support from Metamorphosis and CFN 204
3. All teachers will participate in weekly grade meetings with the support of administration.
4. Teacher teams will examine student work and data to understand gaps in student knowledge or skills and inform the revision of their instructional units.
5. During meetings, teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
6. Teachers will collaboratively assess the quality of student work and results on math assessments that comes out of the implementation of each unit.
7. School leadership (Instructional Cabinet) will meet 1-2 times a month and coordinate this work across the grades.
8. Teachers will have additional opportunities to earn per session for curriculum planning and task design.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, AIS teacher, Resource Room Teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

We will track progress through ongoing data conversations/meetings with grade team and administration, inquiry team meetings, and instructional cabinet. We will unit assessments, student responses, conferring notes, group/strategy work, and iReady data.

- 1.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Math Extended day every Monday and Tuesday, Academic After School every Monday and Tuesday for all students in grades 3-5, Teacher Team Common Prep at least 3 times per week, Inquiry Team work every Wednesday with Whole School Inquiry meeting the last Wednesday of the month, Professional Development through Metamorphosis, Go Math, CFN 204 and teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

2.

3. Key personnel and other resources used to implement each strategy/activity

1.

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

5. Timeline for implementation and completion including start and end dates

1.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

2.

3. Key personnel and other resources used to implement each strategy/activity

1.

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

5. Timeline for implementation and completion including start and end dates

1.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ul style="list-style-type: none"> • Wilson Foundations, Words Their Way and Month by Month Phonics • LLI (Leveled Literacy Intervention) • Guided Reading Groups (Scholastic) • Extended Day • ELL after school • Academic after school program using Common Core Coach, New York Ready and iReady for grades 3, 4 and 5 • Differentiated instruction in the classroom 	<ul style="list-style-type: none"> • Rtl – STAR period (Tier 2 groups on each grade) • AIS teacher for Tier 2 and 3 Intervention • Small group instruction in class • One to one conferring • Differentiated materials 	<ul style="list-style-type: none"> • Extended day groups • Tier 1 groups – with the classroom teacher during the school day • Tier 2 groups – STAR period and AIS teacher during the school day • Tier 3 groups – AIS teacher during the school day • After school program groups
Mathematics	<ul style="list-style-type: none"> • Go Math – Differentiated Tasks and Assignments • Exemplars • Academic After school program using Common Core Coach, New York Ready and iReady for grades 3, 4, and 5 • ELL After School • Differentiated instruction in the classroom 	<ul style="list-style-type: none"> • Small group instruction • Extended Day Monday and Tuesday for small groups • One to one conferring • Differentiated materials 	<ul style="list-style-type: none"> • Extended day groups • Small groups during the school day • Afterschool program groups
Science	<ul style="list-style-type: none"> • Foss • Coach • Common Core Library 	<ul style="list-style-type: none"> • Differentiated materials • Small group instruction • One to one conferring 	School day instruction

Social Studies	<ul style="list-style-type: none"> • Common Core Library • Leveled Social Studies books 	<ul style="list-style-type: none"> • Differentiated materials • Small group instruction • One to one conferring 	School day instruction
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Intervention (topic appropriate) books	<ul style="list-style-type: none"> • Small groups during the school day – different focuses for different groups • One on one during the day • Both small group and individual sessions listed above will be intervention provided to students focusing on social and emotional coping skill, feelings, character education, and career awareness • Crisis intervention 	<ul style="list-style-type: none"> • School day • After school basketball program to begin in March

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment

All teachers are hired based on vacancies in the licensed areas. Through hiring fairs, networking, New Teacher Finder and Open Market, we find candidates who are highly qualified. For example, if a general education 1st grade class position is opened, I would only hire teachers who have a NYS license in this area. Once we identify a vacancy, the hiring committee will start to look at resumes and begin the interviewing process. If a candidate is successful in the interview, then they will return to do a demo lesson in a classroom where administration and members of our school's hiring committee will observe.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

WCSS Professional Development Plan

General PD Offerings

- Monthly differentiated in house PD (first Thursday of every month)
- TC Staff Developers (K-2 in differentiated groups and 3-5 in meet lab)
- TC Calendar Days (35 days)
- TC Leadership, Specialty and Coaching Groups
- ICT Coaching for ICT classrooms, ESL and SETTS teacher (to learn the push in model) through Goldmansour and Rutherford
- CFN 204 offering in math, special education and leadership development
- After school PD for teachers (optional based on need)
- Ongoing Math support through Metamorphosis and Go Math PD
-

Teacher's College Reading and Writing Project (ELA)

- Staff Developers to work with K-2 (Rachel) and 3-5 (Hannah)
- CCLS Alignment
- Teachers to be sent to TC Calendar Days (based on need and teacher's next steps in their learning)
- Weekly grade team meetings with administration to help with new units of study
- WCSS share site – teachers and admin who attend calendar days must post notes from the day here. Additionally, any docs or photos that show best practices will be placed under the TC tab.
- Putting in place the reading and writing continuum – will be put on PD survey
- Leadership goals for teachers – teachers will run PD's in school based on teacher's needs and strengths
- Walkthroughs, feedback (Danielson Framework) and observations will help determine next steps for teacher's learning – which will reflect teachers individual PD plan

New Teacher/Struggling Teacher PD Plan

- TC Calendar Days
- PD on CCLS alignment
- Inter-visitations to classrooms with a specific lens
- Feedback through the Danielson Framework with next steps
- Revisits based on next steps provided to teacher
- Literacy coach will work with the teacher(s) to ensure that best practices are being used
- IEP teacher will work with special education teachers who need support with working with students who have special needs
- Lesson modeling
- PD action plan with administration (if needed)

Special Education/Lowest Third PD Plan

- ICT coaching with Goldmansour and Rutherford
- RtI PD
- Leveled Literacy Intervention PD
- Teacher’s College PD through selected calendar days (picked based on teacher and class need) and staff developers.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Students who are in Temporary Housing will have a \$100 setaside
- Universal Pre-K setasides per class as follows:
Instructional materials and supplies, cooking experiences - \$1,000
Parent involvement and family literacy activities - \$500
Instructional field trips, buses and admissions - \$1,000

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Pre-K teachers implement our K-5 curriculum (Teachers College Reading and Writing Project) in February and receive professional development with our staff developer
- Pre-K teachers are part of our whole school inquiry process
- Families are part of our Open House and Parent orientation
- Teachers pass progress reports and portfolios of students in Pre-K to our Kindergarten teachers so that K teachers can prepare for the students in September based on the students social/emotional and academic learning need
- Center routines are kept in K but are more rigorous so that transition is smooth
- All Pre-K lesson plans are CCLS aligned
- Every June, Pre-K teachers bring students to their future Kindergarten classrooms to meet the teacher and spend some time in that classroom.
- Pre-K teachers create lessons in May/June to help students socially/emotionally prepare and support for the elementary school transition

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- MOSL Committee
- Staff voting on programs and assessments to be used school wide based on looking at multiple programs/assessment options
- Inquiry Team – looking at student work and data
- Instructional Cabinet – looking at student work and data

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP)

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

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

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

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

- 1) Monthly meetings of the School Leadership Team
- 2) Monthly meeting with PTA
- 3) Meetings of any parental action committees as formed in accordance with the PTA bylaws
- 4) Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns.
- 5) Title 1 Parent Meeting
- 6) Parent Teacher Conferences
- 7) Reports to parents on their child's progress
- 8) Reasonable access to staff
- 9) Opportunities to volunteer through Learning Leaders
- 10) Suggestion Box
- 11) Parent academic workshops
- 12) Middle School information sessions for 5th grade families
- 13) Family Friday's
- 14) Curriculum meetings with teachers and the principal
- 15) Introducing the Common Core State Standards to our families
- 16) Introduce the Citywide Expectations to our families
- 17) Ongoing Family Activities
- 18) Monthly coffee talks with the principal and parents regarding how to help our students within the content areas
- 19) Communicating and being kept updated of school events through our schools website (www.watersidecss.org) and phone messenger service.

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Waterside Children's Studio School

School – Parent Compact

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

Parents and Students:

Attendance

- I will ensure that my child comes to school every day
- I will ensure that if my child is selected for the extended day program, that they will be in school until 3:10PM Monday and Tuesday
- I will ensure that my child come to school on time at 8:00AM
- I understand that the school will call if my child is absent
- I agree to notify the school if my child is absent
- I understand that my child must make up missed work and homework following all absences
- I understand that dismissal is promptly at 2:20PM (unless my child is part of extended day, academic after school, or another school based program) and I will pick up my child (children) at this time
- I understand that when I consistently pick up my child early from school, he/she is missing valuable learning time which could potentially lead to my child being held over

Class Work and Homework

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

Code of Conduct

- I agree to show respect for my child, his/her teacher and the school
- I agree to make sure that my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education
- I understand that my child must show respect for his/her classmates, teachers, principal, school staff, parents, and to him/herself

- I agree to support the school in developing positive behaviors
- I understand that my child MUST respect school property
- I understand that if my child breaks any of the schools code of conduct, that I may receive a phone call/letter from the teacher and that I may need to attend a parent teacher conference
- I will ensure that my child wears his/her uniform (green shirt and khaki pants) Monday – Thursday

Family Support

- See that my child attends school regularly and on time
- Talk with my child about his/her school activities every day
- Communicate regularly with my child’s teacher
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting
- Attend all parent teacher conferences
- Attend 100% of family activities offered by the school
- Read to my child and encourage him/her to read independently daily
- Monitor my child’s TV viewing, video game and online activities
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily

School Staff Members

School Support

- Staff members will show respect for each child and his/her family
- Provide quality teaching and leadership
- Believe that each child can learn
- Recognize each child’s unique abilities and challenges to help him/her grow to his/her full potential
- Come to class prepared and positive
- Assign homework that is meaningful and appropriate to the grade level
- Give each student constructive and encouraging feedback
- Celebrate each student’s success and encourage persistence when challenges discourage him/her
- Enforce school and classroom rules fairly and consistently
- Maintain open lines of communication with the student and his/her parents
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 27	Borough Queens	School Number 317
School Name Waterside Children's Studio School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dana Gerendasi	Assistant Principal Katie McGillicuddy
Coach type here	Coach type here
ESL Teacher Katherine Morales	Guidance Counselor Daniel Garcia
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Zoraida Quiles
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	390	Total number of ELLs	49	ELLs as share of total student population (%)	12.56%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	41	0	0	8	0	0	0	0	0	49
Total	41	0	0	8	0	0	0	0	0	49

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
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	9	8	9	3	7	3								39
Chinese														0
Russian														0
Bengali		1			1									2
Urdu														0
Arabic	2	1	2											5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	2												3
Albanian														0
Other														0
TOTAL	12	12	11	3	8	3	0	0	0	0	0	0	0	49

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	2	0	2	2								10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	4	3	1	2	0								10
Advanced (A)	9	7	6	2	4	1								29
Total	12	12	11	3	8	3	0	0	0	0	0	0	0	49

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	3	1		6
4	2				2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		3		1				6
4		2	1						3
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2			1				3
8									0
NYSAA Bilingual (SWD)									0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The school uses Teacher's College Reading and Writing Project (TCRWP). Currently, ELLs have achieved an advanced level or higher of listening and speaking in English. Improvements must be made in reading and writing in English. With TCRWP, the focus will be placed on developing better readers and writers. We are utilizing Fountas & Pinnell Leveled Literacy Instruction for RTI, guided reading, Month by Month, Foundations for newcomers, Expeditionary Learning (in conjunction with our social studies curriculum with grades 3-5) and Words their Way for word study. For math, we are using Go Math and have focused our extended day periods on Go Math RTI. This will provide teachers with insight as to what skills do ELLs need to master, how to group ELLs accordingly and what instructional practices are best to address various skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

As mentioned earlier, students are having difficulty when it comes to reading and writing. Our incoming Kindergarten ELLs are mostly advanced due to attending Pre-K the previous year. Across all grades, our beginners are students who are new to the country, let alone a structured school system. Most of our ELLs made improvements in overall proficiency, moving up at least one level. There is still minimal progress in reading and writing sections, which were changed on the 2013 NYSESLAT exam.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns presented by the NYSESLAT data show that there should be more focus on reading and writing. Reading and writing workshops will be the most effective when strategies are introduced and reinforced as often as possible. Fortunately, there is a reading workshop and a writing workshop in the ELLs daily schedule. The ESL teacher provides additional support during these workshops, whether it's reinforcing how to make a prediction or learning to write an outline for an essay. The general education teacher, ESL teacher, principal, assistant principal and any related service provider are involved in all instructional decisions. Decisions are based on analyzing the trends seen on all ELL testing results, including the NYSESLAT and other state exams.

4. For each program, answer the following:

- a. 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?

a. All ELLs took the state exams in English. Translated exams were made available to all newcomers in the testing grades. Most ELLs who are currently in testing grades are advanced students so there is no variance in proficiency levels. Half of the students scored a level 1 on the state ELA and math exams, with a small number of students scoring a level 3 or above. Language was an obvious factor in the ELA assessment due to their years of service in ESL. We must also take into account the new structure of the state exams this year. The trend suggest that reading and writing in English are the most difficult aspects of the language to grasp, regardless of proficiency level or grade.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Based on benchmark assessments (running records), language assessments, NYSESLAT/Lab-R data and home language studies, ELLs are grouped accordingly. It is the role of the ESL teacher to clarify the needs of the ELLs, assist with culturally responsive assessment practices and provide language support to build background knowledge. Teachers select culturally appropriate texts to engage the student and build real life connections. For math, we provide Go Math RTI with emphasis on math terminology for ELLs. I-Ready and Imagine Learning are also used as RTI tools.

6. How do you make sure that a child's second language development is considered in instructional decisions?
 Teachers provide second language development through visual support for all content areas, classroom labels, differentiated reading groups, small group instruction, station teaching. In some ICT classrooms, paraprofessionals play a role in keeping the students on task. When relating to ELLs culturally, we review the home language survey and any pertaining notes of the parents' interviews to help ELLs feel comfortable around their new surroundings. Whenever possible, teachers pull materials that relate to the ELLs' upbringing in their native countries. All classrooms are labeled, visual supports for regular classroom routines are present and most ELLs are paired with a native English speaker during the first weeks of school to further acclimate themselves into the school culture.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- There is no dual language program at this school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 The success of the ELL programs are evaluated through the NYSESLAT Data, the NYS exams, the student's individual success in all content areas (progress reports and report cards) and informal assessments from the ESL instructor. Also, running records, on-demand writing assessments, individual conferences with each student, test and quizzes in all content areas all help the staff determine the success of the ESL program and, most importantly, the ELLs themselves.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 Upon entering the NYC public school system, students and their parents are administered the Home Language Identification Survey (HLIS) by a licensed pedagogue. The pupil accounting secretary cannot give the home language interview. The responses from the survey, coupled with an informal interview, conducted by a trained pedagogue, will determine whether the student should be given the LAB-R exam. The LAB-R should be administered within the first ten (10) days of admittance into the school system. If the student is a native Spanish speaker and cannot take the Lab-R, they will be given the Spanish Lab. The Spanish Lab exam is administered to determine their proficiency in their native language. These results are used if and when a parent chooses the TBE program for their child. The results of the LAB-R will indicate whether or not the student will be placed in a language program. When a student is placed in a language program, that student is administered the New York State English as a Second Language Assessment Test (NYSESLAT) every spring. The ESL teacher is responsible for administering all formal and informal assessments of ELLs and potential ELLs.
- 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.
 If the student is identified as an English Language Learner based on their LAB-R results, their parents are invited to attend a parent orientation through letters being sent home or phone calls made by the parent coordinator or the ESL teacher no later than five days after testing results are determined. Once the parent has been reached and attends the orientation, the student is permanently placed in their parent's program choice within one day. Based on enrollment of newcomers, coupled with LAB-R results, parent orientations are held once or twice a month.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

All letters pertaining to ESL status, whether they are entitlement, continued entitlement or transitional, are sent out to the parents within the first 10 days of school. All copies are maintained in a secure location within the resource room. Entitlement letters are sent out to the parents once students are identified as English Language Learners. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the parent orientation, parents are given brochures and visual information about the three program choices for ESL, provided by the New York City Department of Education. After the parent orientation concludes, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child. All parent selection forms are also kept in the same secure location within the resource room. Starting this year, all copies are kept in the ELLs' cumulative folders.

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.

Students are placed in the program their parents have chosen based on the survey filled out at the parent orientation. Their first choices are honored and the child is automatically placed in their chosen program. The programs offered at the school are based on parent preference. Parents are invited to a monthly meeting that address any questions and concerns about the ESL program, as well as receive information about their child's process in their selected program. Also, parents are invited to contact the ESL teacher with any questions or concerns. If communication in English is not possible, an interpreter will be provided for that parent in their native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher, along with a general education teacher, administer the speaking section at the beginning of the testing window. All ELLs are administered the speaking section of the NYSESLAT before the other sections are given. After all ELLs are tested, the ESL teacher administers the listening section by grade band, followed by the reading and the writing sections, in that specific order. The final week is used for make-ups in the event that an ELL has missed any parts of the exam. No student will be administered more than one section of the NYSESLAT in one day.

6. 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.) 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. 

Given that the Waterside Children's Studio School P.S. 317Q is in its fifth year of existence and the current trend suggest that parents want their children in a freestanding ESL program. The other program choices, Dual Language and Transitional Bilingual, are thoroughly explained during the parent orientation and are made available to them. They understand that these programs are currently not available at this school. If they select one of the other two programs, dual language or transitional bilingual, they are given information as to the steps taken to place their child in their chosen language program. If parents need additional assistance, the ESL teacher, the parent coordinator or any other language staff member will be made available to them. The parent coordinator serves only as an interpreter. All parents have chosen our only program choice, Freestanding ESL. There were 12 students in Kindergarten, 1 student in 2nd grade and 1 student in 4th grade who were identified as ELLs, all of which are currently placed in ESL. If these students do not test at a proficient level on the upcoming NYSESLAT, their parents will receive continued entitlement letters to make them aware that their children are still in an ESL program. Currently, we have a freestanding ESL program. This is due to the current trends we see with our newcomers' parents. Unanimously, parents have opted for their children to be placed in an ESL program. If the current trend changes, we are prepared to implement the other program choices at the school. Parents are made aware of the other ESL programs, Transitional Bilingual (TBE) and Dual Language. If a parent requests the other choices, the ESL teacher will coordinate communication between the parent and the borough's ISC center to locate a school with the appropriate services for their child.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. The school currently uses the Push-in/ organizational models for ESL.
 - b. For the push-in model, students are placed in heterogeneous groups. The ESL teacher provides supplemental instruction to what the students are learning in that particular content area/ curriculum. For the pull-out model, the students are also pulled out in their heterogeneous groups. They remain in their same grade group. When ELLs are pulled out of their general classrooms, they mostly remain in their heterogeneous group. This is true for K-5th grade. When ELLs were placed in their general education classes, they were grouped by grade, not by proficiency level. It is only during their pull out ESL sessions when they are grouped by their proficiency, 45% of their ESL session throughout the school year. When the ESL teacher pushes into the classroom during most of the week, she works with all ELLs within that particular class in that particular grade, regardless of proficiency level.

2. 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)?

Most of the ELLs are placed in one classroom for each grade, which makes pushing in more feasible. The ESL teacher provides 4 periods a week for each grade/class, as well as pull out beginners and intermediate students for additional periods. Students who are at the beginner and intermediate levels are pulled out from reading and/or writing periods to receive language services. Kindergarten, first and second grade have lunch together, while third, fourth and fifth grade have lunch together during the fifth period. The ESL teacher is provided with the school prep schedule, as well as individual class schedules to create an ESL schedule that will best accommodate the students and the teachers. This insures that all ELLs receive their mandated instructional minutes. Beginners and intermediate ELLs receive 360 minutes of ESL instruction during the week, which equates to seven (7)

periods a week. Advanced ELLs receive 180 minutes of ESL instruction during the week, which equates to three and a half (3 ½) periods a week. The instruction times for ELA (180 minutes) for advanced ELLs are satisfied through their ELA instruction with their general education teacher. For a breakdown on program schedules, please refer to ELL Programs under ELL Demographics.

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

For each content area, vocabulary development is a major focus. Dependent upon the content area in which the ESL teacher pushes into, the students will be able to breakdown the actual language of the given text, activity or task of the day and begin with vocabulary. Also, ELLs are given an opportunity to participate in peer tutoring within the classroom. Beginners team up with more advanced ELLs to exchange ideas and reach an understanding of the day's concept(s). Manipulatives are readily available and often used in every content area. Whenever possible, demonstrations of the lesson help ELLs understand and participate in group discussion, eventually guiding them into broader, whole class discussions. Activities where ELLs can move around and interact with other students have been proven to be most effective for ELLs. All ESL instructional approaches and methods are guided by NYS regulations. This school has adopted the Teacher's College Reading and Writing Workshop model, which currently dictates how ELA is delivered in each grade. We are using Go Math to guide our math curriculum for grades K-5. Science and social studies curriculums are guided by scope & sequence. Expeditionary Learning is used in conjunction with our social studies program. The Common Core Learning standards are evident in all curriculum maps and have supplemented instructional strategies. Translation services are provided to our ELLs by the ESL teacher or any other language support staff, in conjunction with content area delivery. The ESL teacher works in conjunction with the general education in all content areas. The ESL teacher works with a small group of ELLs within the classroom during a given content area lesson/task. The ESL teacher also develops ELL-friendly tasks that addresses the teaching point and helps them reach the goal of the lesson. If and when the school implements a transitional bilingual program, the bilingual teacher will provide all instruction, with assistance from the ESL teacher when students reach more proficiency in English during their third year in the program. This is the same structure in place if and when we implement a dual language program. All assessments, formal and informal, must meet Common Core standards. LLI and guided reading books are also aligned to the Common Core Learning standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Free standing ESL is the program implemented here at this school. The only assessment given in a student's native language is the Spanish LAB, which is administered by the ESL teacher. She is bilingual and is currently the only person able to assess students in their native language, if it is Spanish or French. Currently, there are no other formal assessments given in the student's native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All informal and formal assessments are aligned with the Common Core Learning Standards, including language standards. Benchmark assessments, especially running records, are administered periodically. All DOE sanctioned assessments, including the ELL Periodic Assessment, the Lab-R and the NYSESLAT, provide quantitative data on all ELLs second language proficiency. Our software program, Imagine Learning, has a component where students must read and listen to leveled texts. Those reports are generated monthly in order to understand what specific skills still need mastering.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

e. Proficient ELLs are encouraged to attend extended day for Go Math RTI, afterschool academic test prep, and various extracurricular activities (basketball, band) to further their social and academic English proficiency. Academic Intervention Services (AIS) are also available to them.

7. 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?

Teachers of ELLs engage students in accountable talk, shared and guided reading, shared and interactive writing, as well as provide the entire class with leveled libraries and various differentiated materials for all ELLs, targeted their different proficiency levels. Each class is provided with listening centers where students can develop their English listening skills. Currently, we are working under the Teacher's College Reading and Writing Workshop model so vast amounts of time are dedicated to reading and writing, while developing academic language. Small group instruction, station teaching, providing time for centers in the lower grades (K-2) and leveled libraries provide access to all leveled proficiencies. Teachers use F&P benchmark assessments, running records, Words Their Way and Foundations to help accelerate English language development. Imagine Learning and I-Ready are also differentiated according to the student's skill set.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Curriculum maps are aligned to Common Core Learning Standards in each grade. Teachers have unspiraled the math program to target diverse types of learners, including our ELLs. The ESL and SETSS teachers push in to all classrooms to provide extra support, which includes taking part in station teaching in ICT classrooms. Station teaching is effective across all grades and classroom models. Paraprofessionals in our ICT and self-contained classrooms assist in maintaining classroom routines, allowing for periodic breaks for those students who need it. The students have access to all available technology, as well as our software programs (Imagine Learning and I-Ready).

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
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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 speak. Do not include:

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

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

9. 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.

Currently, the school offers AIS for three weeks, at-risk SETTTS for 6 weeks, speech, at-risk guidance. Intervention programs are determined through a process which starts with the teacher completing an intervention form, stating the difficulty (ies) the student is having. It is brought up at a Learning Support Team (LST) meeting where the special education coordinator, the SETTTS teacher, the AIS teacher and the School Based Support Team (SBST) discuss the appropriate steps to take and recommend an intervention program. All intervention services are offered in English. The SETTTS teacher, guidance counselor and a general education provides these intervention services. After school tutoring is available. RTI is provided during STAR period, using the F&P LLI program. During extended day, we have Go Math RTI, which addresses varied goals in math. The instructional material is available in Spanish for native language support.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ELA - We use Teachers College Reading and Writing Project. This ELA program allows students to read on their current reading and instructional level by picking just right books. Through the workshop model, teachers have scheduled time to work with small groups of students either through Guided Reading, partner time and/or skill based strategy groups. Students in writing are also able to write on their individual level with paper choice, partner time and startegy groups. Students who are ELLs also receive extra support in ELA through our ESL teacher using the Fountas and Pinnell Leveled Literacy Intervention program. For math, teachers use the Go Math program and it is taught via the workshop model. This program also allows us to offer our ELLs math extended day every Monday and Tuesday so that our students who are struggling can get the extra support through the extended day program. For science, we use the Foss program as it allows for a very hands on interactive science experience. For social studies, we use the Scope and Sequence and our ELA program as our ELA program is 100% aligned to the Common Core Learning Standards which allows social studies to also be embedded into our reading and writing program. Students are constantly assessed through Foutas and Pinnell Benchmark Assessment, Go Math unit assessments, on demand writing assessments pre and post unit, guided reading, Leveled Literacy Intervention, conferring, observations and small strategy groups.

11. What new programs or improvements will be considered for the upcoming school year?

In the upcoming school year, there will be a NYSESLAT prep after school program, in which we will provide additional help in listening, speaking, reading and writing in English. There will be an adult ESL class after school where the parents of ELLs can utilize the language skills acquired in this class to help their children at home. The school will continue their afterschool test prep program for 3rd, 4th and 5th grade. Imagine Learning has been implemented to provide literacy help with all ELLs. I-Ready is a software program geared towards upper grades (3-5) for literacy and math development.

12. What programs/services for ELLs will be discontinued and why?

Currently, there are no program that will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students, including ELLs, are welcome to any program. Millennium, the after school program, provides entertaining activities for the students, as well as homework help. We also have Academic test prep, NYSESLAT prep program, basketball, Drama Club, and Band, which all take place after school. Letters and permission slips are sent out to all students, ELLs included. Currently, we have ELLs in every extracurricular program that has been offered. In order to maintain in good standing, all students must be prepared and report to their respective programs on time. Every program is differentiated for our varied learners. Most of these programs require physical response from the students. We have a school nurse on staff that stays throughout the duration of the program, as well as the guidance counselor, in case other issue arise.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELLs have access to the student computer lab and the school library. In addition, they are encouraged to come to the resource room, where they can participate in the listening center, select books catered to them in the ESL library, create project-based

artwork in the art center, and meet with ESL staff. Regardless of grade and proficiency level, all ELLs have this privilege. They also receive NYSESLAT prep books according to their grade. We are currently using Imagine Learning, which is a software program that caters to the literacy development of ELLs. For the various proficiency levels, beginners and intermediates have access to level-appropriate audio books to develop stronger listening and reading skills. Advanced students have access to tape recorders to develop their speaking skills. Books are grouped by levels and genre, which cater to an ELL's individual reading level and interest. Currently, we are developing an extensive bilingual library in all classrooms. Teachers and students will have access to English-Spanish books in various genres and levels. We are adding new titles everyday and are incorporating them in their daily classroom assignments/tasks. Bilingual and pictures dictionaries are available to all our ELLs. We are using Fountas & Pinnell Leveled Literacy Intervention, a guided reading program, Expeditionary Learning and Go Math RTI, which is available in Spanish for our Spanish speaking newcomers.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs have access to differentiated texts, leveled libraries within their classrooms, Words their Way (our word study program) and phonics study. They are grouped according to specific skills that they have not yet mastered, along with their proficiency level within their specific grade. All materials and resources are age appropriate, as well as culturally sensitive. For each classroom, there is a range of books and materials that fall within the scope of what skills/goals they must master within their grade throughout the school year.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

Currently, there are no language electives available to students.

19. For schools with dual language programs:

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

No Dual Language Programs provided

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

1. In addition to professional development workshops held at the school every other week, all ELL personnel participate in Teacher's College Workshops once a month, as well as ELL meetings held by the district and the Children's First Network. There are DOE sponsored workshops where teachers are sent to gather information on best practices in all areas, ranging from literacy to math achievement for ELLs. Also, ESL staff takes part in the school wide inquiry team. The purpose of the school cabinet is to discuss instructional strategies and methods that would address any academic difficulties for all students, including ELLs. Those on the LAP team are required to attend ELL-specific workshops, including the principal, assistant principal, parent coordinator, ESL teacher, guidance counselor and at least one content area teacher.

2. All teachers are presented with opportunities to attend DOE sanctioned professional development workshops that take place throughout the city. The principal sends out a weekly email to inform the teachers of upcoming events. We have monthly PDs on ICT-station teaching provided by an outside educational organization. Teachers also attend workshops provided by Teacher's College, as well as, Metamorphosis. All events geared toward best instructional practices aligned to the Common Core Learning Standards.

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

4. There are bi-weekly professional development workshops held for all teachers at the school. The ELL training workshops take place once a month, discussing instructional and administrative issues. They address topics ranging from literacy, informal and formal assessments to translating NYSESLAT data into effective instruction for all levels. If they attend workshops outside of the school, documentation must be received (certificates) and given to the principal. They will be placed in that individual's file to keep track of all professional development workshops attended. Every month, teachers or the administration volunteer to conduct professional development workshops on what may be a big issue for the school at the time, whether it's grading policy, differentiated reading instruction or conferencing kits. The topics range across all grades. Teachers are given an opportunity to select one of two or three workshops for that PD day.

D. Parental Involvement

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

Parental Involvement

1. The Parent Teacher Association (PTA) is open to any and all parents of students, including ELLs. ELL meetings are held once a month for parents who inquire about instruction, assessment, curriculum and how to help their students acquire the language at home. Parents are welcome to Family Fridays, which are held once a month. They are invited to sit with their child and participate in the activity of that day. The ESL teacher provides translation in Spanish and French when needed. If a parent needs translation in any other language, interpreters are made available to us through the DOE or any approved agency.

2. The school is currently under the Children's First Network 204. We are partnered with Young Audiences, an art program for parents and students. We are also working with the NYC Ballet, the Creative Arts Team, the Guggenheim Museum, Project Hope, which is a support service for all students who may need additional counseling, and Millenium, our afterschool program.

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

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

E. 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

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q317** School Name: **Waterside Children's Studio School**

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.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings are that we have adequate staff to help with the translation of documents that need to be sent home. Whatever we still need translation in, we will call the DOE translation services department.

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.

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

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

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

Oral interpretation will be provided during parent/teacher conference days and/or meetings between non-English speaking parents. The school will have the parent coordinator, ESL teacher and other staff members provide translation when needed.

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

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

As per the Chancellor's Regulation, translation posters and cards are posted throughout the building. In addition, key personnel, including the

Guidance Counselor, the Parent Coordinator, the PTA, the Main Office and the Security Agent have the translation card and are able to afford parents the opportunity to use the over-the-phone translation service, as indicated on the card.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Wateside Children's Studio Sch	DBN: 27Q317
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 43
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The title III plan is designed to service all ELLs, regardless of grade or proficiency level. Morning programs on Mondays and Tuesdays are for newcomers/beginners with the lowest Lab-R/NYSESLAT raw scores (six students in this group). Based on the data, ELLs will receive content specific instruction. Modifications are made to their general curriculum based on second language ability. These programs run for an hour and 20 minutes on each day. The program On Wednesdays through Fridays, there are guided reading groups for ELLs with pre-emergent or below grade reading levels. The instruction focuses on content rich vocabulary and fluency, as well as grammar mechanics. We are currently working with Level Literacy Intervention materials and the Scholastic Guided Reading program. Picture dictionaries, tape recorders, listening centers, large print books, and manipulatives are readily accessible to all the students. There is an ESL afterschool program for all ELLs on Mondays and Wednesdays. First and second graders attend on Mondays, from 3:00- 4:30pm (15 students). Third, fourth and fifth grade ELLs attend on Wednesdays from 3:00pm-4:30pm (16 students). Students take part in NYSESLAT preparation, working to improve proficiency in all modalities-reading, writing, speaking and listening. Instruction in all title III programs are in English and given by our certified ESL teacher.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: There are various professional development opportunities for our certified ESL teacher. Twice a year, there is a full day (8:30am-3:00pm) Teacher's College workshop that addresses the writing and reading challenges facing ELLs in general education classrooms and how to scaffold and differentiate instruction within the TC curriculum across all grades. Every month, the Children's First Network (204) holds an ESL meeting, from 8:30am-11:30am, for all ESL teachers/administrators. These meetings also address difficulties ELLs face in each modality-reading, writing, listening and speaking. They are tailored to address specific issues by school, as well as, train teachers and administrators to run and maintain an effective ESL program. Compliance issues are also discussed during these meetings. The Department of Education's Office of ELLs hold monthly workshops that cover a wide range of topics, as well as, introduce new, innovative programs that benefit our growing population of ELLs. These workshops are full day workshops (8:30am-3:00pm). Schedule permitting, our certified ESL teacher will be sent to one of these workshops bi-monthly. I also receive PD 4 -5 times in the year through Goldmansour and Rutherford on how to incorporate station teaching within a push in model in my ESL classrooms.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are an integral part of the learning process, especially in second language acquisition. Every month, we will hold a parent workshop for parents of ELLs to cover any range of topics. Currently, the topics that will be addressed are: motivating ELLs by reading to them in both their native and second language, writing strategies that both parent and child can use in their daily lives, how to become an active and willing participant in the school community and how to prepare our students for the state exams. It will rotate accordingly. The second Wednesday of every month, a portion of our parent workshops will include an abbreviated ESL adult class. Parents of ELLs will take the place of their children and become students, learning many facets of American culture and to navigate through daily routines, learn commands and steps. This will develop a better understanding of what our ELLs are learning in school and a better relationship between the parent, the student and overall, the school. Parents will be notified a week before the workshop through letters being sent home and phone calls. Our certified ESL teacher will run the workshops, along with our bilingual parent coordinator. The workshops will be held monthly until the end of the school year. Parents will be notified about the program in their native language translated by staff members and the DOE translation unit.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		