



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WATERSIDE SCHOOL FOR LEADERSHIP
DBN (i.e. 01M001): 27Q318
Principal: LINDA T. MUNRO
Principal Email: LMUNRO@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 |
|---|--|-----------|
| Linda Munro | *Principal or Designee | |
| Judy Forbes | *UFT Chapter Leader or Designee | |
| Lolita Barnes | *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>) | |
| Terri Cadet- McDonald (Millennium Afterschool Program) | CBO Representative, if applicable | |
| Roderick Phoenix | Member/ School Staff | |
| Tanya Glaspar | Member/ Parent | |
| Allison Isaac | Member/ School Staff | |
| Sydell Cook | Member/ Parent | |
| Allison Isaac | Member/ School Staff | |
| Jody Anderson | Member/ Parent | |
| Christopher Salerno | Member/ School Staff | |
| Alex Restrepo | Member/ Parent | |
| | 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

| | |
|----------|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ 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) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | 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, 100% of WSL ELA and Social Studies teachers will incorporate targeted, standards-aligned grade level vocabulary across the content areas to ensure that 75% of 6-8th grade learners improve word recognition and understanding as measured by pre- and post-grade level vocabulary assessments.

Comprehensive Needs Assessment

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

Based on the NYS ELA data from the 2013 examination, only 12.5% of our scholars demonstrated mastery by earning a level 3 or 4 on the examination. Feedback from our quality review and school walkthroughs demonstrated the need for increased vocabulary to support scholar literacy. In addition, our scholars struggled with analyzing math terms and general vocabulary in the questions presented on the NYS Math exam as well. Lastly, assessment of our NYC Progress Report which documents our average student proficiency, walkthroughs of ELA classrooms and review of our 2012-13 item analysis identifies the need to increase rigorous vocabulary instruction by revising curriculum and strengthening students' use of higher level thinking skills. Additional data points include:

- ELA and Math data from Spring 2013 NYS exams
- Results from Performance Assessments in SS, Science--Fall administration 2014
- Initial Scantron Performance assessments administered in mathematics and ELA-Fall 2014

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

Our school will utilize the following instructional strategies:

1. Scholars will utilize the Word Generation program across all subject areas to ensure that students learn words in a variety of contexts.
2. Scholars will have a 90 minute block period which includes time for word- work and independent reading time.
3. Teachers will collaborate at least 2 times a week in grade level and content area teams to revise curriculum, look at student work and share best practice.
4. This work will be supported by frequent visits from our network specialists and SATIF.
5. Designated ELA teachers will attend monthly network meetings to design curriculum, craft units and strengthen student skills.
6. Team leaders will also meet with an ELA network consultant to develop effective and rigorous tasks which will emphasize the use of appropriate vocabulary.
7. Teachers will utilize websites such as www.commoncore.org, www.engageny.org to view sample units of study that incorporate the opportunities for students to use vocabulary, engage with informational texts, evidence based writing and grade appropriate text.
8. Teacher teams will meet weekly to assess student work and plan tasks. Teachers will look closely at resulting student work to continue the cycle of inquiry and make future instructional adjustments

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

Key Personnel and or resources used to implement this strategy include:

- The Middle School Quality Initiative (MSQI) Team
- Waterside Teachers and Staff Members
- Waterside Network CFN 204- Specialists and support staff
- Waterside Parents

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

Our school will use the following targets to evaluate the progress, effectiveness and impact of the strategies listed above:

- Pre- Post- and Mid-Year Vocabulary assessment diagnostics with an expected end result of at least 70% of our scholars showing improved word recognition and understanding
- Weekly meetings with documented improvement using rubrics and teacher evaluation

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

The Word generation program is a weekly program that spans the school year. Our school began in October 2013. The program runs until June 2014. Periodic check ins will occur during the school year on a weekly basis.

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

- Waterside will invest resources in the form of finances, time and scheduling to support this goal. These details include the following:
- Per Diem funding to allow teachers to visit other classes and/ or other schools to view promising instructional strategies
 - Per Diem/ ATR coverage to allow teachers to meet with specialists to plan instruction and review lessons
 - Per- session to allow the training of teachers/ staff in the word generation programs
 - Programming for teacher team meeting time during the school day to review scholar writing and to norm rubric scoring.
 - Scheduling of advisory time so that scholars can engage in reading and writing activities to support vocabulary
 - Purchase of office Supplies- paper etc, to support school wide initiatives around vocabulary

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).

Our school will use the following strategies to engage parents:

- Maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- Providing parent/ family workshops which focus on vocabulary. In this way, we will continue to provide assistance to parents so that they can reinforce strategies at home with their own scholars.
- Purchasing a web based grading program called engradepro which allows parents access to their children's grades on a regular basis. This will allow them to see the work that the school is doing with Word Generation vocabulary and writing.
- Training teachers and parents to use the engradepro program, open lab days for parents who do not have access to the internet to come into the school
- Updating the school based website at www.watersideschoolforleadership.com to inform families of weekly vocabulary words and assignments
- Periodically communicate with parents/guardians using our bi-monthly progress reports

Hosting a school wide spelling bee for families and scholars

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 | Title IA | Title IIA | Title III | Set Aside | x | 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 2014, 10% of the students scoring at level 1 on the NYS Common Core Math Exam (2013) will move to level 2 on the NYS Common Core Math Exam (2014).

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.

The school chose this goal after reviewing the data from the 2012-2013 progress report, data from formal and informal school based assessments and the scores of the NYS Common Core Math Exams from 2013. Approximately 50% of the students at WSL scored a level 1 on the NYS Common Core Math Exams from 2013. Student scores in the ELL and Special Education subgroups indicated the greatest deficiency based on peer and subgroup data. As a result, we are making overall improvements in mathematics instruction and student proficiency a priority for the current school year.

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

The instructional strategies used by the school to accomplish this goal will include the following:

1. Math teachers will collaborate at least two times a week in grade level and content area teams to revise curriculum, look at student work and share best practice.
2. Designated Math teachers will attend monthly network meetings to design curriculum, craft units and strengthen student skills. Teachers will also attend three full day professional developments about the new curriculum (CMP3) throughout the year.
3. The incorporation of technology, e.g. interactive websites (geared toward the ELL and Special Education population), School Net, IXL, and Scantron Performance Series will allow teachers to target specific academic student needs.
4. Professional development focused on differentiation in mathematics for students with special needs.
5. Restructuring of the ICT roles to promote and incorporate small group work to improve focus during review of material.
6. Team leaders will also meet with a Lucy West facilitator to develop effective and rigorous lessons.
7. Teachers will collaborate to develop end-of-unit assessments across all grades. Teachers will then return to gather data for re-teaching and improvement purposes.
8. Each grade level will adhere to the NYCDOE CMP3 Scope and Sequence pacing calendar.
9. High achieving students will meet with students that are below level for a planned small group tutoring session.
10. Teachers will review data received from the Scantron Performance Series test with the students and create individualized learning objectives.
11. Continued implementation of the Test Prep during vacations and Saturdays (March – April.)
12. This work will be supported by frequent visits from our network specialists.

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

Key Personnel and or resources used to implement this strategy include:

- The Middle School Quality Initiative (MSQI) Team
- Waterside Teachers and Staff Members
- Waterside Network CFN 204- Specialists and support staff

1. - Waterside Parents

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

Our school will use the following targets to evaluate the progress, effectiveness and impact of the strategies listed above:

- Pre- Post- and Mid-Year Scantron Performance Assessments to determine scholar growth in mathematics
- IXL- online weekly quizzes and documented scores
- Weekly meetings with documented improvement using rubrics and teacher evaluation

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

1. The school will continue to track progress of student math mastery throughout the year as aligned with our WSL assessment calendar.
 - Diagnostics will occur in October 2013
 - Scholars will take interim assessments in December 2013 and February 2014
 - Scholars will be diagnosed with the NYS mathematics examination in April- May 2013

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

Waterside will invest resources in the form of finances, time and scheduling to support this goal. These details include the following:

1. Purchase of IXL subscription for all scholars
2. Purchase of EngradePro online service to track scholar scores and mastery
3. Per Diem funding to allow teachers to visit other classes and/ or other schools to view promising instructional strategies
4. Per Diem/ ATR coverage to allow teachers to meet with specialists to plan instruction and review lessons
5. Programming for math teacher team meeting time during the school day to review scholar work, share strategies and develop next steps.
6. Scheduling of advisory time so that scholars can engage in reading and writing activities to support vocabulary

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).

Strategies to increase parental involvement

Our school will use the following strategies to engage parents:

- Maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- Updating the school based website at www.watersideschoolforleadership.com to keep families informed.
- Host parent workshops to introduce and discuss current curriculum in addition to the Common Core Standards and expectations.
- Provide opportunities for parents to help them understand the accountability system, e.g., Teacher Evaluation System, student proficiency levels, Annual school Report Card.
- Periodic communication with parents/guardians using our bi-weekly progress reports.
- Continued utilization of an online grade book: engradepro.com.
- Continue to share information with the parents about math academic expectations.
- Provide materials and training to help parents work with their children to improve their achievement level, e.g. math and use of technology.

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 | x | 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.

By June 2014, 100% of WSL teachers will participate in feedback sessions with supervisors and/or teacher colleagues as aligned with Education law 3012- C, DOE expectations and UFT contract. At least 70 percent of teachers will show improvement in teacher practice in at least 2 instructional components as measured by their progress from one level at the start of the school year to another at the end of the school year. (I.E. Movement from Ineffective to developing or developing to effective)

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 indicated in the need's assessment of previous goals, our most recent testing data from academic year 2012-13 indicates that our school needs to improve our student outcomes in math and ELA with strengthened teacher practice. This involves key professional development aligned to their areas of need. These areas of need are gathered from informal as well as formal observation reports, post-observation conferences with teachers, as well as via teachers' requests. Post-observation conferences include a review of the lesson observed; any data used to make grouping or instructional decisions, feedback and next steps as well as question and answer time.

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

1. Teachers will meet in one-on-one teacher conferences with administration. These Initial Planning Conferences may be held to discuss teacher option choices and set professional goals.
2. Consistent formal and informal classroom observations for implementation will allow administrators to track adjustments to instruction aligned to trends from the data gathered.
3. The increase in informal observations by administration using Charlotte Danielson's Framework for Teaching as a resource will be followed by feedback with an administrator, and next steps for improvement.
4. Teachers will meet in grade-level and data inquiry teams to review student data gathered from periodic assessments. In addition, teachers will receive support from Peer Instructional coaches around the Danielson rubric.

5. PICs and Teachers will engage in teacher inter-visitations. PICs will also host teacher-led profession development workshops based on areas of strength and focus (informed by both informal and formal observations and by teachers' requests)
6. Administration will continue to encourage inter-visitation among teachers in the same departments as well as cross-curricular visits.
7. Use of DOE vetted videos of effective lessons will be used with teachers viewing them during common planning and inquiry periods
8. WSL will host professional development sessions for teachers with a focus on various areas of Danielson and the teacher evaluation tool.

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

Key Personnel and or resources used to implement this strategy include:

- Waterside Administration
- Waterside Teachers and Staff Members
- Waterside Network CFN 204- Specialists and support staff
- Teach boost online system

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

Our school will use the following targets to evaluate the progress, effectiveness and impact of the strategies listed above:

1. Initial Planning Conference goals
2. Observations and Feedback reports to determine teacher growth and progress
3. Survey to determine teacher feelings towards the system and impact
4. Weekly meetings with documented improvement using rubrics and teacher evaluation

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

1. Observations will begin at the start of the school year and continue to June 2014.
 - Initial Conferences will occur by October 25th.
 - Continued observations and feedback cycles will be continuous throughout the year.
 - End-of-year conferences will occur between April 25 and June 20.

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

Waterside will invest resources in the form of finances, time and scheduling to support this goal. These details include the following:

1. Per Diem funding to allow teachers to visit other classes and/ or other schools to view promising instructional strategies
2. Purchase of Teachboost.com to support the observations of staff members
3. Per Diem/ ATR coverage to allow teachers to meet with specialists to discuss and implement feedback aligned with Danielson
4. Programming for teacher team meeting time during the school day to evaluate Danielson Rubric and norming themselves.

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).

Our school will use the following strategies to engage parents:

- Hosting a Title One meeting and WSL Open House so that parents receive information about their rights, highly qualified teachers and DOE mandates.
- Providing parents with data and interim assessment reports so they can become more involved with the school and get to know their child's teacher will support their learning
- Offering parental workshops
- Enhancing the school based website at www.watersideschoolforleadership.com
- Periodic communication with parents/guardians using our bi- monthly progress reports

Establishment of an online grade book- www.engagepro.com

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 #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.

By June 2014, Waterside's school attendance rate will improve to at least 92% as measured in the school's Annual Progress Report Data.

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.

The school chose this goal after reviewing the data from our comprehensive needs assessment which included an analysis of Progress Report, Learning environment survey and internal reports. The Waterside School for Leadership saw a decrease in attendance from the 2012-13 school year when compared to the previous year. We also interviewed families of scholars who were consistently absent or late to find out their concerns. Our annual attendance rate was only 90%.

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.

- Strategies/activities that encompass the needs of identified subgroups

Instructional strategies/activities: The instructional strategies used by the school to accomplish this goal will include the following:

WSL expects to reach the goal through the following ways:

1. Daily/Weekly announcements recognizing classrooms/homerooms with perfect attendance
2. Weekly and monthly attendance recognition ceremonies such as Friday Activity Events and Ice Cream Social Hours
3. Home visits will be conducted by the Attendance teacher for scholars who are absent for 3 consecutive days without notification.
4. Students who were absent for 20+ days for last school year, will receive at-risk counseling to reduce total days missed from the previous year.
5. Weekly attendance committee meetings consisting of principal/assistant principal, guidance counselor, attendance clerk/office aid
6. Weekly attendance data per homerooms will be recorded
7. Daily phone calls to the parents of those students who are absent. Phone calls will include a request for a date of proposed return
 - a. to school and reminder to have doctor's excuse turned in to school
8. Develop a school wide focus for determination to meet attendance the goal through attendance committee initiatives, classroom
 - a. teacher daily strategies, staff communication, staff attendance collaboration efforts, school programs, daily announcements and
 - b. recognition efforts
9. Create individual incentive based systems for at Risk Scholars (Less than 90% attendance)
10. Conduct Needed Outreach Services and offer guidance/counseling—Partner with organizations to address scholars below 90%
11. Coordinate with Attendance Teacher
12. Use of school merit system to reward scholars with high attendance rates with trips.
13. Acknowledge scholars with high attendance rates at award ceremonies

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

Key Personnel and or resources used to implement this strategy include:

- Waterside Attendance Teacher as provided from the network
 - Waterside Administration and Attendance Team
 - Waterside Teachers and Staff Members
 - Waterside Network CFN 204- Specialists and support staff
6. – School Messenger Phone system

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

Our school will use the following targets to evaluate the progress, effectiveness and impact of the strategies listed above:

1. ATS reports will communicate class, school and individual attendance rates so that we can determine if we are making progress towards our goal.
2. Our attendance team will also evaluate progress and effectiveness of the strategies listed below on a weekly basis.

- Timeline for implementation and completion including start and end dates

1. Implementation will begin at the start of the school year when we present the attendance plan to scholars and advisories. The plan will continue until June 2014. On a weekly basis, our team will evaluate progress of individual students and classes. Although the completion date is in June 2014, we will measure our success as indicated on next year's progress report.

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

Waterside will invest resources in the form of finances, time and scheduling to support this goal. These details include the following:

1. Scheduling of advisory time so that scholars can engage in activities that discuss good attendance and participation in
2. Programming for attendance team meeting time during the school day to review scholar attendance rates and needs.
3. Purchase of class and individual incentives to promote good attendance
4. Purchase of office Supplies- paper etc. to support school wide initiatives and awards

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).

Our school will use the following strategies to engage parents:

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

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 | Title IA | Title IIA | Title III | X | Set Aside | Grants |
|---|----------|----------|-----------|-----------|---|-----------|--------|
| | | | | | | | |

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.

- Strategies/activities that encompass the needs of identified subgroups**
- 1.
- Key personnel and other resources used to implement each strategy/activity**
- 6.
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1.
- Timeline for implementation and completion including start and end dates**
- 1.
- 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 |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| 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 | Our SETSS teachers provide AIS support to the school's struggling readers, both in small groups and on an individual basis. They also push into ELA classes to support struggling readers in the classroom setting. Services are provided during the school day in both push-in and pull-out models. The ELA teacher also provides afterschool Academic Intervention Services for scholars struggling in ELA from 3:15 - 4:30 pm four times a week. | Small Group, Tutoring, push-in/ pullout model | Afterschool, lunch time, push-in during class time, extended day and weekends |
| Mathematics | Our SETSS teachers provide AIS support to the school's struggling students. Mathematics Intervention is provided by our math teacher who provides afterschool Academic Intervention services and during school the school day for math computer club. We incorporate more of the CMP3 Math additional components, IXL online program and accelerated program to our scholars during small group instruction. Our school will provide Saturday Academy classes for scholars struggling in mathematics. | Small Group, Tutoring, push-in/ pullout model | Afterschool, lunch time, push-in during class time, extended day and weekends |
| Science | Our science teacher provides additional support for struggling students with lunch tutoring and small group instruction. | Small Group, Tutoring | Lunchtime, during the school day and extended day |
| Social Studies | Our science teacher provides additional support for struggling students with lunch tutoring and small group instruction. He also hosts afterschool HW/ enrichment club to help struggling scholars. | Small Group, Tutoring | Afterschool, lunchtime, during the school day and extended day |
| At-risk services (e.g. provided by the Guidance Counselor, School) | WSL has one full-time guidance counselor who with the help of our | Small group, one- to-one | As needed or mandated during school day and during extended day |

Psychologist, Social Worker, etc.)

Project Hope partnership services general education students and special education students, as needed, in small groups and on a one-to-one basis. The guidance counselor follows up on scholars in crisis during the school day as needed. Additionally the counselor reaches out to families and scholars and provides behavioral modifications that can be addressed in school and at home to enhance the learning of all scholars. WSL also has a school psychologist that provides counseling services to general education students and students with disabilities on a one-to-one basis, throughout the school day.

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

14. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

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

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). |
| Professional development is provided by school staff, administration and network support. Our school will also focus professional development on integrating Danielson's rubric. These PD sessions take place on a monthly basis at Faculty meetings as well as at grade conferences. Additionally, as needed, staff members participate in PD sessions provided by our Network as well as those offered city-wide. |
| <ul style="list-style-type: none"> • School Staff: Within the schools Professional Development program, the focus is on: <ul style="list-style-type: none"> o The literacy needs of our ELL population within the prescription of the Balanced Literacy Prototype. o Mastering the new Common Core Curriculum (CMP3 and Scholastic Code X) o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. • Support Personnel: Workshops taken by teachers on our staff have included: <ul style="list-style-type: none"> o Scaffolding in the content areas o Native Language Literacy Development o Differentiation in the ESL classroom o Differentiation in the Mathematics classroom • Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers <ul style="list-style-type: none"> o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended. o Social Studies and Technology workshop |

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| The school plans to coordinate and integrate federal, state and local funds to meet the needs of all individuals reliant on programs whose funds are consolidated. These funds will provide but is not limited to the following services to many of these individuals including our Students in Temporary Housing (STH) population: |

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

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.).

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.

All choices regarding assessments have been inclusive of teacher participation. Teachers meet on a weekly basis in cohorts and professional development sessions to administer, review and monitor assessments for each unit of study based on the Common Core standards and Citywide Instructional Expectations. In addition, teacher meet weekly in grade level teams and cross subject teams to review student data gathered from online assessments, DOE assessment, portfolio assessments and pre and post unit assessments. The school cabinet team and SLT team both engage in conversations around appropriate assessment choices and calendars for students.

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).

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

The Waterside School for Leadership believes that parents and families are an integral part of our scholars' success. We know that it is we can create a collaborative and supportive educational environment only along with our parents and community members. Together we can make our primary purpose to educate ALL scholars to the highest levels of academic achievement by providing an appropriate curriculum in a safe, healthy environment. We recognize that together we can work to develop college bound scholars in grades 6-8 who are **Leaders of their Lives, Learning and Community.**

Holding this belief, we have a strong Parent Teacher Association and our School Leadership Team. We have monthly Family events and workshops, where the parents learn specific learning strategies and techniques they can use in the home to support language development and academic success.

To support a healthy school- home relationship, the Waterside School for Leadership agrees to implement the following regulations:

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

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

We will work to ensure:

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

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

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

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

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

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

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

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

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

Additional opportunities for our parents to become involved include:

- a) Parent Teacher Association
- b) School Leadership Team
- c) Parent Teacher Conferences
- d) Monthly Family Events and School Nights (academic based)
- e) hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents; IE Bring your father to school day
- f) encouraging more parents to become trained school volunteers;
- g) using online grading systems to provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- h) developing and distributing a school newsletter on a monthly basis to inform parents of new units of study, end of unit tasks and ways parents can assist their scholars
- i) providing school planners to support regular written communication between /teacher and the home
- j) maintaining a school website designed to keep parents informed about school activities and student progress;

Family workshops

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

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

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

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

As a school we will also work to:

- provide translated documents of all school home correspondence. Translation services will be provided by our secretary and other school personnel.
- provide resources and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- provide professional development to our staff regarding the most effective techniques in involving parents through respectful conversations and outreach to parents. This document will be updated regularly to reflect any changes regarding our School Parent Involvement Policy.
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- provide assistance to parents in understanding City, State and Federal standards and assessments;

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

ATTENDANCE:

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

CLASS WORK and HOMEWORK:

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

CODE OF CONDUCT:

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

FAMILY SUPPORT:

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

SCHOLAR DRESS POLICY:

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

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

9.

**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 318 |
| School Name Waterside School for Leadership | | |

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 Linda Munro | Assistant Principal Roderick Phoenix |
| Coach NA | Coach NA |
| ESL Teacher Maria Palermo | Guidance Counselor Trudy- ann Gordon |
| Teacher/Subject Area Caroline Feeney/ ELA | Parent Lolita Barnes |
| Teacher/Subject Area type here | Parent Coordinator Yanilda Paz |
| 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) | 174 | Total number of ELLs | 10 | ELLs as share of total student population (%) | 5.75% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | |
|-----------------------------|----|--|---|--------------------------------|
| All ELLs | 10 | Newcomers (ELLs receiving service 0-3 years) | 2 | ELL Students with Disabilities |
| SIFE | | ELLs receiving service 4-6 years | 6 | Long-Term (completed 6+ years) |
| | | | | 2 |

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 | 2 | | | 6 | | | 2 | | 2 | 10 |
| Total | 2 | 0 | 0 | 6 | 0 | 0 | 2 | 0 | 2 | 10 |

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 |
| Spanish | | | | | | | 0 | 0 | 0 | 0 | | | | 0 |
| Haitian | | | | | | | | | 0 | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 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 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| 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 | | | | | | | 2 | 2 | 4 | | | | | 8 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | 1 | | 1 | | | | | 2 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 5 | 0 | 0 | 0 | 0 | 10 |

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) | | | | | | | 1 | 1 | 2 | | | | | 4 |

| 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) | | | | | | | | | 1 | | | | | 1 |
| Advanced (A) | | | | | | | 2 | 1 | 2 | | | | | 5 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 5 | 0 | 0 | 0 | 0 | 10 |

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

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

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | | 3 | | 3 | | | | 6 |
| 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.
Our school uses NYSELAT data, state test scores, DRP for 6th grade and Scantron Performance Series which provide various data points for our scholars. The NYSELAT data provides us with information about our ELL's listening, speaking, writing and reading skills. The tests scores from the NY state assessments also provide us with a detailed item analysis which we can use to direct our instructional choices. The DRP for the 6th grade consists of chosen nonfiction paragraphs or passages on a variety of topics. It provides us with information about a scholar's reading levels, areas of difficulty and independent vs. instructional levels. These data points are checked against the Scantron Performance series which provides infoamtion about where scholars are compared to the district, state and national levels, learning objectives and grade level equivalency scores.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers. A review of the various data points indicates that our scholars struggle with writing and reading skills hence our instructional program focuses on these skills.
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 [AMAQ tool](#))
Again, our data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. They continue to struggle with writing and reading skills.
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?Our school noticed that the Advanced ELLs were more proficient in speaking and listening. However, beginning and intermediate students struggled in these two areas. Although a few advanced ELL students were able to show strength in reading and writing, the majority of our students still struggle with reading and writing. The patterns are similar regardless of grade levels.
The school leadership team and teachers are developing an effective teaching model/cycle: looking at data, assessing the students' current levels, teaching the skills necessary for the students to achieve, and reflecting on improving their own teaching practices. Teachers are using the data from periodic assessments in all core subjects to have an increased awareness of the needs of ELLs. Tests are administered in English.
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.](#))
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
MS318 recognizes that students learning a second language move through stages- ie: early production, speech emergence, etc. We ensure that teachers take time to learn about each English language learner's stage of acquisition so that they can begin effectively differentiating instruction for these students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our school will evaluate success by the number of students making AYP for ELLs.

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

1. 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](#).)
Parents at our school are given a home language survey (HLIS) to fill out for the new student. If the survey reveals that the student understands, reads, writes, or speaks a language other than English, he or she must take the LAB-R exam. The HLIS will be completed with the assistance of the ESL teacher, Ms. Palermo. Both parent and student will be interviewed by her as well. Students who need to take the LAB-R must be tested within 10 days of enrolling at our school. The exams assesses how well the student can read, write, listen and speak English. Entitlement is based on the results of the LAB-R. For those students who cannot complete the exam in English but are native Spanish speakers, they are given the Spanish LAB. For all students whose home language is Spanish, we administer the Spanish LAB to determine the student's proficiency in Spanish. That exam is administered by a Spanish speaking licensed pedagogue when the LaB-R results indicate ELL status. Generally this is our ESL teacher, Ms. Palermo. Once entitlement is established, students are placed in the desired second language program, whether it is ESL, transitional bilingual or dual language. Every spring, all current English language learners (ELLs) must take the New York State English as a Second Language Achievement Test. If they do not reach proficiency (P) level, they will remain an ELL for the upcoming school year
2. 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.

Parents of newly entitled ELLs are invited to attend an orientation. Based on the current trend of newcomers, coupled with LAB-R results, parent orientations are held once or twice a month at the start of the school year. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program.

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

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](#)].)
After LAB-R results have determined entitlement, letters are sent home, inviting parents to attend an orientation. These entitlement letters will be distributed and collected by the ESL teacher- Ms. Palermo with the assistance of main office staff. Records of the letters and their collection will be maintained in the main office. At the orientation, parents are given information as to what programs and services are available to them as parents of ELLs. There are three programs offered: Transitional Bilingual, dual language and freestanding ESL. Our ESL teacher facilitates this process. Parents are given the opportunity to inquire about all aspects of the programs available. If there is a program that is not available at a particular school, parents have the right to place their child in a school with their program of choice. They choose their desired program by filling out the parent selection survey. If the parents/guardians of a newly identified ELL are unable to attend the orientation and failed to return the Program Selection Form in a timely fashion, then a note is sent home with the student, and if necessary, the family will also receive a phone call..
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.
Based on the parent selection survey, students are placed in their parent's choice of program. Parents are invited to speak with the ESL and general education teachers, inquire about all aspects of the instruction their child will receive. If communication in English is not possible, a translator is available at all times. The informal oral interview, which must be conducted by a

pedagogue, is overseen by Ms. Palermo.

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 person responsible for administering the NYSESLAT receives special training on how they will be administering these tests and are made familiar with the directions before administering the test.

The school schedules an orientation session to allow the test administrators to become familiar with the test and to provide test administrators with training in the administration and scoring of the test. Administrators of the Speaking subtest are also trained in scoring prior to administration. All test materials are secure in their sealed packaging until the test administration date.

There is an orientation for students where we inform English language learners about the NYSESLAT a few days before its administration. Parents are also notified. They will be informed of the dates of testing and the purpose of the test and notified of the prohibition of all phones and other electronic devices during testing. They receive a copy of the NYSESLAT Parent's guide. On the day that the NYSESLAT is to be administered, we will prepare answer sheets and the Testing Room for the scholars. All audio devices will be prepared beforehand.

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. [①](#)
Currently, the trend shows us that freestanding ESL is the most popular program option. Parents are made aware of the other ESL programs, Transitional Bilingual (TBE) and Dual Language. If a parent requests the other choices, and there aren't enough numbers to implement these other choices, the ESL teacher will coordinate communication between the parent and contact ELLProgramTransfers@schools.nyc.gov 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])?

Our school's ELLs are grouped in general education classes and are supported with push-in/ co-teaching ESL instruction throughout the week. Beginners and Intermediate students also receive periods of pull out to focus on reading, writing, vocabulary and speaking. Scholars are grouped according to their proficiency level (Beginners, Intermediate, and Advanced) to make sure that the content designed for their language acquisition and learning level will be appropriate for them. The ESL teacher pulls out 5 to 7 scholars per group for instruction or pushes in to classes.

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)?

Our ELL intermediate scholars receive 360 minutes of ESL instruction per week, while our advanced scholars receive 180 minutes of ESL instruction a week. ESL instruction is conducted in the English language with references made in Spanish and Haitian Creole. This time is allocated so that ESL scholars will be serviced by a certified ESL teacher during the humanities period in addition to pull-out services. Explicit ELA is also taught during our 90 minute instructional blocks daily.

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.

Our school provides sheltered instruction to students in addition to ESL instruction. This allows us to embed language instruction within the content area classes. Our scholars will create meaning of content and vocabulary in classroom discussion, classroom activities, reading passages and writing prompts. These activities are supported with leveled independent reading texts, the Scholastic Code X curriculum, CMP3 math curriculum and the Word Generation vocabulary curriculum. The teachers also use a variety of strategies to reinforce this instruction. These strategies include the following: Use of visuals and manipulatives, pairing students with native speakers and increasing wait time. The ESL teacher plans and meets with each content area teacher during the week to support their instruction. She ensures that the lessons aligned to the common core learning standards being taught within the classroom for that week. In addition, the lessons in all content areas reinforce common core aligned grade level expectations around increased discussion to justify and share ideas clearly, integration of informational texts, citing textual evidence, analyzing text and building academic language. The teacher uses textbooks in Spanish for the various classes to support their learning in her ESL classes and when she pushes in to work with students in small groups.

In addition, both the ESL and content area teachers plan together and work together to:

- Integrate themes across classes so that language is reinforced
- Provide small group learning with dual language partners to facilitate academic discussions
- Create literacy-rich environments with age- and grade-appropriate texts
- Offer translated texts as a support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Scholars will be assessed by daily teacher observation, self-assessments, performance assessments, and portfolio assessments. Our teachers assess their children's reading ability through the Scantron performance series program and DRP. Reading levels are viewed and analyzed for trends and patterns. The ESL teacher will collaborate with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. All the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure progress in the four modalities of English acquisition, scholars are continually assessed by daily teacher observation, self-assessments, performance assessments, and portfolio assessments. Our ELA and ESL teachers work together to observe and record scholars reading, speaking and writing abilities in group settings and classroom environment. Again, the ESL teacher continues to collaborate with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. All the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year.
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).

Plan for Newcomers

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

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

Plan for ELLs and Former ELLs:

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

Plan for Long Term ELLs: An analysis of the scores for long terms ELLs on the NYSESLAT, ELA and Math assessments suggests that

their problem is one of reading and writing. Our action plan for this group involves.

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

Although our school does not have any SIFE students, we plan to do the following:

- Afterschool HW help within the school's after school program
- Literacy help for emergent and developing readers during lunch with peer tutors and teachers
- Use of Word Generation vocabulary program
- Monitoring the progress of scholars in all content areas to differentiate instruction for literacy needs
- Saturday Academy

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?

The ESL teacher uses differentiated instruction and varied instructional strategies to meet the language needs of ELLs- SWDs and to develop their lifelong skills. Such approaches are as follows:

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

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?

Teachers spend time during grade level meetings to review scholar IEPs and progress. Scholars who are able to do so are moved into a least restrictive environment with supports as aligned to their IEPs. Our school then constructs schedules for each scholar to

meet their individual needs.

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | 0 | | |
| Social Studies: | 0 | | |
| Math: | 0 | | |
| Science: | 0 | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

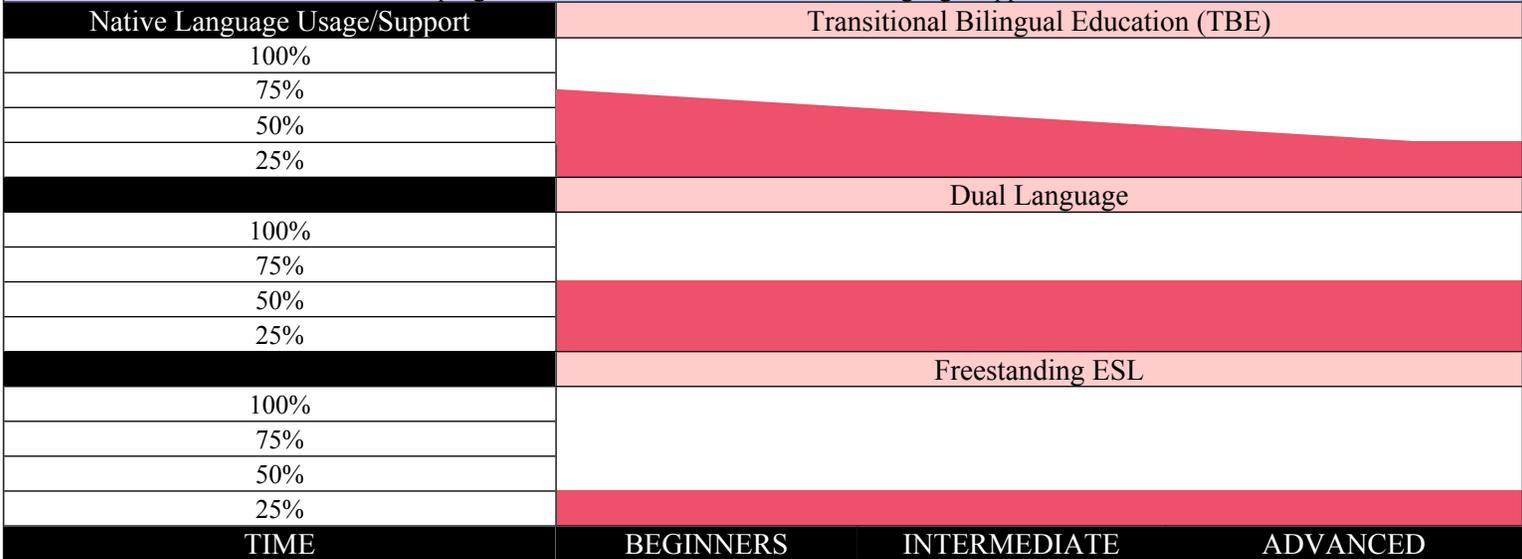
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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.



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.
- All instructional components will be taught in the English language. In an effort to develop the language skills and fluency of our ELL population at M. S. 318, we will use the Workshop model which follows all the balanced literacy components, (researched-based), such as Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we will incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulatives. Teaching strategies that will be used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction and pair share activities. Our English Language Learners will be encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our school will use interim assessments to determine the effectiveness of our current program. We did not meet AYP last year for ELLs so we will be looking to improve this year.
11. What new programs or improvements will be considered for the upcoming school year?
- Achieve3000 is being considered for the upcoming year.
12. What programs/services for ELLs will be discontinued and why?
- Our school no longer uses Acuity online programs. We are using IXL online, schoolnet and Scantron to meet the needs of our school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our students have access to afterschool programming. We have extended day for our ELL students. We also offer reading tutoring and HW help for all of our students including ELLs. Middle School 318 in conjunction with Millenium afterschool Programs will provide a vibrant after school program for all scholars. The program will include an instructional component. It will assist scholars with math and ELA. All English Language Learners will be encouraged to attend. ELL scholars are enrolled in supplemental AIS programs such as Ticket to Read, a computer based program for struggling readers. ELL scholars participate in various activities such as soccer, math club, performing arts club, ELA/ Book club, chorus, technology club and Saturday Academy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our school uses audio devices, computers, smartboards, headphones and more to support students. Throughout the school, we use the Scholastic Code X literacy program (which includes strategies for ELLs), and CMP3 mathematics which includes hands-on activities and math word walls. The literacy anthologies include approximately 60% non-fiction content. The NYC Science and Social Studies core curriculum text-based program for each grade (based on NYS syllabi) also offer teaching recommendations for ELLs. Students use IXL which is an online remediation program which uses grade-level mathematics and spelling practice. We also use scaffolding techniques, group work, cooperative learning methods, and literacy-based thematic units throughout the school. Our classroom libraries include bi-lingual materials available to students. While the native language is not used in ESL settings, reference materials are available in the classroom, as are non-fiction books related to science and social studies in the library.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We also use translated textbooks, dictionaries, glossaries and other tests to support them.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The translated textbooks, dictionaries, glossaries and other tests used to support them are grade appropriate and age appropriate.
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.
- Our school has the following in place for enrolled ELL students- whether they enroll before the start of the year or during the year:
- Parent and scholar orientation
 - Meeting with Parent Coordinator
 - Partner with a peer student to introduce them to the school and classes
 - WSL advisory program

-ESL teacher support

18. What language electives are offered to ELLs?

We have a spanish club and class that is offered to all 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)?

Not applicable

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 is provided by school staff, community learning support personnel organization. Our school will also focus professional development on Differentiated Instruction strategies. These PD sessions take place on a monthly basis at Faculty meetings as well as at grade conferences. Additionally, as needed, staff members participate in PD sessions provided by our Network as well as those offered city-wide. ESL teachers attend outside professional development workshops and training sessions relating to language development and how Common Core Learning Standards are to be integrated into the ESL programs. They also attend workshops that showcase new research related to second language acquisition. School secretaries and the parent coordinator attend district training in order to meet the needs of all families, including those of ELLs, who come to or call on the school to meet their children's needs.

Teachers of ELLs receive training in supporting our students. Within the schools Professional Development program, the focus is on:

- o The literacy needs of our ELL population within the prescription of the Balanced Literacy Prototype.
- o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

• Support Personnel: Workshops taken by teachers on our staff have included:

- o Scaffolding in the content areas
- o Native Language Literacy Development
- o Differentiation in the ESL classroom
- o Differentiation in the Mathematics classroom

• Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers

- o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended.
- o Social Studies and Technology workshop

Guest speakers are brought in to the school to provide professional development presentations for all teachers focusing on differentiation of instruction, including strategies for teaching ELLs and ELLs with special needs. New teachers are also sent to special professional development days sponsored by the network or Department of Education for ESL training. We provide mentoring at the school for new teachers in both their field and in the teaching of ELLs. Records are maintained in the main office. New teachers receive a certificate upon completion of the 7.5 ESL-training hours, a copy of which is also kept in their personnel file. Other topics include the process of second language acquisition, content area strategies, and how cultural differences affect teaching and learning. ESL teachers are also a resource for all teachers on the staff.

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?

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

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

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: MS318**School DBN: 27Q318****Signatures of LAP team members certify that the information provided is accurate.**

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------|----------------------|-----------|-----------------|
| Linda Munro | Principal | | 11/13/13 |
| Roderick Phoenix | Assistant Principal | | 11/13/13 |
| Yanilda Paz | Parent Coordinator | | 11/13/13 |
| Maria Palermo | ESL Teacher | | 11/13/13 |
| Lolita Barnes | Parent | | 11/13/13 |
| Caroline Feeney | Teacher/Subject Area | | 11/13/13 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Trudy Gordon | Guidance Counselor | | 11/13/13 |
| | 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: 27Q318 School Name: Waterside School for Leadership

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At the start of the school year, our school hosts an Open House for all new and returning families. During this orientation, families are given a school survey to determine what languages families need at our schools. Within 30 (thirty) days of a student's enrollment our school uses the survey to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. This information is compiled by the Parent coordinator and then disseminated to staff.

In addition, as part of the ELL identification process, our parents are given a home language survey (HLIS) to fill out for newly enrolled families. This helps us to determine not just ELL eligibility but also the needs of our families.

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.

In our school community, we have reported a large Spanish speaking population. We have 2 families that speak Haitian Creole and one family that speaks/ reads Arabic. These findings were shared with teachers during their PD sessions. When new families come in, the Parent coordinator will email out any special needs to the school team to ensure that the family's translation needs are met.

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.

At Waterside we believe that through frequent communication, both written and oral, in the language (s) and or level of parents understanding both the parent and community are given the necessary information to make informed decisions about their child's education. To do so, we ensure that the school allocates time and funding for the parent coordinator to translate all written correspondence with families. All school flyers, letters and notices from the school are sent in both English and Spanish. In addition, teachers are encouraged to use online translation services like google translate to corespond with parents. These letters are then checked by the Parent coordinator for accuracy.

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.

Waterside works to support families who need oral interpretation services. They will be used for a variety of reasons including but not limited to

- IEP conferences
- Parent/Teacher conferences or parent meetings
- Emergencies involving services to bilingual families
- Graduation issues
- Truancy, disciplinary, and intervention meetings
- Home visits

During these meetings our Parent Coordinator sits with families to translate what is being said and to advocate on behalf of our parents. In the event that there are multiple parents, we then ask for the assistance of a spanish speaking teacher in our building. For languages outside of spanish, our school also plans to when necessary make arrangements for an interpreter to be present to translate information about their child's academic progress and school concerns and events. Our school will utilize the translation and interpretation unit which provides written translation, on-site interpretation, and over-the-phone interpretation services.

Lastly, our school is committed to using School Messenger for short messages and announcements whenever possible. These messages are translated by our Parent Corrdinator and spanish speaking teachers.

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>.

Our school will fulfill our notification requirements in the following ways:

- Posting information on our school website.
- Offering and providing families with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document in the covered languages in addition to linking it to our website
- Sending out a school messenger to inform parents of their right
- Notification at the first school PTA meeting and all Parent-teacher conferences.
- Posting assign in a conspicuous location near our 3rd floor main entrance indicating the availability of interpretation services.
- Our school safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.