



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WESTCHESTER SQUARE ACADEMY
DBN (i.e. 01M001): 08X558
Principal: SARA DINGLEDY
Principal Email: SDINGLEDY@SCHOOLS.NYC.GOV
Superintendent: CARON STAPLE
Network Leader: MICHAEL ALCOFF

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
Sara Dingleddy	*Principal or Designee	
Denise Haynes	*UFT Chapter Leader or Designee	
Dee Siracusa	*PA/PTA President or Designated Co-President	
Matt McSorley	DC 37 Representative, if applicable	
Gwyneth Nilson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joanna Andreotti	Member/ Student	
Gregory Rodriguez	Member/ Administration	
Celenia Ocacio	Member/ Parent	
Antonia Valdez	Member/ Parent	
Elba Maldonado	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

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

Goal and Action Plan #1

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

Annual Goal #1

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

80% of teachers rated as effective in section 1E of the Danielson Rubric

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.

After doing initial walk throughs to classes, the instructional team determined that we needed additional planning to push critical thinking and skill development around common core style tasks. The various department teams have reviewed Engage NY tasks and sample common core assessments, and determined that the teams will need to focus on planning in order to create coherent learning experiences that will enable them to perform on the new CCLS assessments. Many students struggled on the ELA baseline assessment, indicating a need to develop skills and strategies for tackling informational texts, writing and formulating arguments—these are skills we will develop across the curriculum using aligned rubrics and tasks, and coherent instruction.

Instructional Strategies/Activities

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

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

1. Every Wednesday, the staff will participate in Professional Development around CCLS and Danielson strategies
2. All departments will meet weekly to create, align and refine UBD unit plans, quarterly assessments, rubrics and classroom tasks
3. Assistant Principal and principal will conduct frequent walkthroughs of classrooms, and bring along teachers as part of “instructional rounds” to move towards a rigorous and aligned curriculum
4. Summer PD to introduce the Danielson framework and aligned components of the WSA instructional model

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

1. All instructional staff
2. Department teams/ teachers and Assistant Principal with some per session
3. Principal and assistant principal and some per session
4. All instructional staff with per session money

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

1. Increased coherence of curriculum and progressively higher scoring on section 1E of the Danielson Rubric as evidenced through unit plans, tasks and classroom execution of lessons
2. Creation of department aligned unit plans, rubrics and tasks. Norming of the evaluation of tasks and protocols to look at and evaluate student work
3. Completed evaluations in Advance that result in concrete feedback and increasingly higher scores on section 1E of the Danielson Rubric
4. Common tasks, units, rubrics and expectations. Regular meetings with agendas that highlight instructional conversations

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

1. Wednesday PD begins in September and ends in June
2. Department meetings begin in October. Teams meet weekly for 1 hour.
3. Principal and AP visit classes from September-December. Instructional Rounds with other staff members begins in January.
4. Summer PD starts August 26 and end September 4

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

1. Our schedule is adjusted on Wednesdays to accommodate staff development and meeting time. Principal and AP, as well as other staff members, will share learnings from network and other PD experiences to explore the Danielson Rubric and related instructional strategies. Some staff members will receive per session to design learning experiences for staff during this time.
2. We have built in departmental common planning time so that all departments may meet during the day to plan, look at student work and develop a cohesive curriculum.
3. Per session money via FSF and ARRA grant money. AP salary is supplemented by ARRA grant money.
4. Per session money for staff members who plan and attend summer PD.

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).

- Providing assistance to parents in understanding City, State and Federal standards and assessments and expectations of teachers using the new evaluation system. Gathering parental feedback about their child's experience in classes and using this feedback to develop teachers.

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	X	Grants
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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 August 2014, increase by 1% (to 76%) the number of students earning at least 10 or more credits in the 2013-2014 school year.

Comprehensive Needs Assessment

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

In 2012-2013, we had roughly 75% of our ninth graders earn 10 or more credits by August of 2013. We would like to increase that number, paying close attention to students with IEPs, of which only 65% earned 10+ credits. We also hope to use Quarterly Assessment and Quarterly Grade Reports to identify struggling students earlier in the academic year so we can tailor interventions.

Instructional Strategies/Activities

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

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

1. Offer an additional math and ELA skills based class for all students as a means to improve comprehension and conceptual understanding for all students.
2. WSA Afternoon Academy: Using data from Quarterly Grade Reports, identify students that are struggling in one or more classes. These students will engage in targeted academic interventions three days each week from 3:20-4:45. The Academy will focus on executive functioning skills as well as academic skill work.
3. Math and Reading lab embedded in the school day for students who need additional support as identified by school administered Quarterly Assessments. This roster is flexible based on 10 week data snapshots.

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

1. Additional staff members in ELA and math to support extended time in the 9th grade—two math and ELA periods rather than one.
2. Assistant Principal who will oversee the logistics of WSA Afternoon Academy with six teachers to work in WSA Afternoon Academy paid through per session
3. Special Education teachers (3) dedicated to one period each of reading and math lab
- 4.

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

1. In June 2014, the passage rate for 9th grade ELA and Math will increase by 5% when compared to passage rates in the 2012-2013 school year.
2. Reduced failure rate each quarter—review pass/fail report in STARS at the end of Quarterly report and see an increased passing rate in core academic classes.
3. Improved reading and math proficiency, as evidenced from IXL math performance and scholastic reading inventory lexile levels.

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

1. WSA Afternoon Academy begins December 10 and will run through June 30, 2014.
2. Additional ELA and math time runs the entire school year
3. ELA and Math lab run the duration of the school year, with a roster that rotates every 10 weeks.

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

1. Utilizing FSF and ARRA funds to hire two additional staff members in the ELA and math department to allow for two periods of English and math. Embed common planning time into the daily schedule to make sure departments can meet together to design learning experiences during the additional instructional time.
2. ARRA per session funding will support the teachers who work in the WSA Afternoon Academy
3. Diagnostic and computer based programs purchased by ARRA. Lab teachers are paid through FSF and Title 1 funds.

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).

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Providing assistance to parents in understanding City, State and Federal standards and assessments.

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
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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.

All students will complete at least 2 CCLS aligned tasks in science, math, ELA and Global Studies.

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.

Students struggled with the baseline assessments for ELA—indicating a need to develop reading, synthesis and writing skills that are essential to the CCLSs. Given the instructional shift to common core, WSA is looking to implement carefully designed instructional tasks that both expose students to the type of assessments they will encounter on CCLS state exams as well as deepen the students' capacity to read, write and think critically in all subject areas.

Instructional Strategies/Activities

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

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

1. Summer PD: All teachers will take part in a nine day summer PD to review and refine common rubrics for writing, reading, collaboration and discussion.
2. On going Department Meetings/ Embedded PD: Under the supervision of the AP, all teachers will work together in department meetings develop units, tasks and assessments that consistently incorporate the common rubrics and explicit instruction about how to problem solve, develop claims from close reading of specific texts and how to identify key, relevant pieces of evidence to support claims in all subject areas.
3. Wednesday PD: All teachers will get together on Wednesdays to participate in PD, including looking at student work and comparing it to the CCLSs.

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

1. Summer PD: Staff and AP supported with per session
2. Department Meetings: Common planning time is embedded into the daily schedule. AP engages and leads department meetings
3. Wednesday PD: Modified weekly schedule to accommodate meeting time. Occasional per session money for teachers that help design the PD.

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

1. Summer PD: All classes will use the common rubrics. These rubrics will anchor the creation of at least one CCLS aligned task each semester.
2. Department Meetings: Agendas of meetings indicate a focus on CCLS and the creation of common, rigorous tasks.
3. Wednesday PD: Agendas of meetings that explore CCLS. Observational cycle shows increasing attention to the skills and rigor of the CCLS.
D. Timeline for implementation and completion including start and end dates
1. Summer PD: August 26, 2013-September 4, 2013
2. Department Meetings: September 2013-June 2014
3. Wednesday PD: September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Summer PD: FSF and ARRA funds to pay per session to teachers and monitor implementation and progress.
2. Department meetings: FSF funding to support the general schedule and some ARRA per session money to support extra work and curriculum design.
3. Wednesday PD: No extra money to support Wednesday meetings, with the exception of some ARRA per session money to pay teachers for designing and leading PD.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. • Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. • Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. • Providing assistance to parents in understanding City, State and Federal standards and assessments.

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	X	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.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Wilson Reading Program 2. Reading Lab 3. Close and Interactive reading/ Annotation 4. Silent Sustained Reading Program 5. After school targeted tutorial through the WSA Afternoon Academy 	<ol style="list-style-type: none"> 1. Small group 2. Small Group 3. Whole class 4. Whole Class 5. Small Group 	<ol style="list-style-type: none"> 1. During the day and after school 2. During the day and after school 3. During the day 4. During the day 5. After School
Mathematics	<ol style="list-style-type: none"> 1. IXL Math Support 2. Math Lab 3. After school targeted tutorial through the WSA Afternoon Academy 4. Extended period for Common core Algebra 1 Class 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. Small Group 4. Whole Class 	<ol style="list-style-type: none"> 1. After School 2. During the day 3. After school 4. During the day
Science	<ol style="list-style-type: none"> 1. After school targeted tutorial through the WSA Afternoon Academy 2. Close and Interactive reading/ Annotation 	<ol style="list-style-type: none"> 1. Small Group 2. Whole Class 	<ol style="list-style-type: none"> 1. After school 2. During school
Social Studies	<ol style="list-style-type: none"> 1. After school targeted tutorial through the WSA Afternoon Academy 2. Close and Interactive reading/ Annotation 	<ol style="list-style-type: none"> 1. Small Group 2. Whole Class 	<ol style="list-style-type: none"> 1. After school 2. During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Counseling support provided by 2 Social Workers 2. Mentorship 3. Groups and clubs (young women/ men's club, GSBA) 4. Utilization of Montefiore clinic counseling support 5. Mediation and peer mediation 	<ol style="list-style-type: none"> 1. One on one 2. Whole school/ small group 3. Small Group 4. Individual 5. Whole school/ small group 	<ol style="list-style-type: none"> 1. During School 2. During School 3. After school 4. During and after school 5. During and after school

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	X	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.
We have a multi-step interview process that involved a demonstration lesson, portfolio submission and two rounds of interviews to ensure candidates are qualified and committed to the school model. We create a professional learning community through department teams, critical friends groups and teacher leader/ mentors that supports teacher development and has led to high retention of teachers.

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).
Weekly professional development around CCLS and Danielson, Critical Friends Groups to support growth and capacity building. We also have multiple leadership opportunities for staff.

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.).
Our student mentorship program allows staff members to get to know students and families well, and make purposeful referrals for STH. We also have frequent points of contact between mentors and students/families and the school social workers to ensure frequent communication around student needs.

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.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
We target title 1 assistance in math and ELA classes and provide the target population with additional instructional support through push in support into regularly schedule ELA and math classes, as well as pull out support for students in the target population who demonstrate additional need. We also supplement school incentive trips and rewards for the target population to increase attendance and academic achievement.

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).
Much of our targeted work is done by pushing in to regularly programmed classes. Similarly, our supplementation of school trips and activities is done for the target population for trips that include all members of the school.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families.

Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that

outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in

our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
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SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

IV. School Responsibilities

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

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

Provide general support to parents by:

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

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

VI. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 8	Borough Bronx	School Number 558
School Name Westchester Square Academy		

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 Sara Dingley	Assistant Principal Gregory Aamir Rodriguez
Coach Pablo Schelino	Coach
ESL Teacher Claire Rann	Guidance Counselor Tasha Henry Wilson
Teacher/Subject Area Kristin Antonetti/ELA/ESL	Parent Kathy Santiago
Teacher/Subject Area Lacey Vargas/Special Education	Parent Coordinator Eva Caceres
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	2	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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)	253	Total number of ELLs	20	ELLs as share of total student population (%)	7.91%
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Part II: ELL Demographics

A. ELL Programs

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

K 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														
Discrete ESL class										1	1			2
Push-In										8				8
Total	0	0	0	0	0	0	0	0	0	9	1	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	5

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	9		1	6		4	5		2	20
Total	9	0	1	6	0	4	5	0	2	20

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	7			15
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French										1	1			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	0	0	0	0	0	0	0	0	11	9	0	0	20

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)										2	0			2

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)										4	2			6
Advanced (A)										5	7			12
Total	0	0	0	0	0	0	0	0	0	11	9	0	0	20

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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	2	1	2	1
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other <u>Spanish</u>		3		3
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.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns show that last year all but one student improved their overall proficiency by at least one level. Two of the eleven total ELLs who entered last year scored high enough to test out. Schoolwide, we have a very small number of beginner ELLs (both 9th grade students labeled beginners also have IEPs for language processing issues). The majority of ELLs at WSA are at the advanced level, and subscores from previous years show that the majority of these students have reached proficiency in speaking and listening but have not yet achieve proficiency in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Since we did not receive information from the state about student performance in the different modalities, planning to meet student needs in these areas is somewhat challenging. However, because the ELL population at our school is relatively small, we are currently able to meet one-on-one with every ELL throughout the year to administer diagnostic exams and determine individual needs based on a combination of data and informal student interviews about areas of strength and weakness. We consult AMAO data throughout the year to supplement individual student interviews and determine programming needs and changes. The data shows that all but one of the current 10th grade students have shown progress in their overall proficiency levels on the NYSESLAT. For current 9th graders, a number are considered at-risk because of holdover, long-term ELL status, disability status, lack of yearly progress on the NYSESLAT, and attendance. However, last year several ELLs faced many of the same factors and achieved progress nonetheless, most likely because of the level of targeted support WSA was able to offer.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. As described earlier, current 10th graders have demonstrated clear progress in overall proficiency levels on the NYSESLAT. Few students take Regents exams as freshmen, so the data pool is quite small, but so far the majority of our students taking Regents in English have been successful.
 - b. The school uses the results of periodic assessments to inform programming decisions as well as targeted instruction in co-taught ELA classes and after-school support.
 - c. The school is learning the specific areas in reading and writing that individual ELLs need more support and instruction with. For instance, some ELLs struggle with skills like determining the main idea of a story while others need to spend more time building vocabulary. When possible, students are given analogous tests to determine if they face the same struggles in reading comprehension and writing in their native languages as well or if their challenges are limited to English language selections.
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.](#))
N/A
6. How do you make sure that a child’s second language development is considered in instructional decisions?
All teachers receive training on differentiating instruction for different populations, including ELLs, throughout the year. All teachers have access to ELLs' performance levels and progress via a spreadsheet located on the school's shared document server, so they can consult this document as necessary when planning instruction. The ELL coordinator also checks in with teachers in each department in person or via email at least once a month to ensure that ELLs' needs are being met and to offer feedback and advice on addressing issues related to language faced in content-area classes.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs on a number of informal and formal measures. Growth in areas measured by diagnostic and periodic assessment data provide one source of information to consider, as well performance on internal exams (Quarterly Assessments). The ELL coordinator collects this data every quarter and makes it available to all teachers and administrators. Furthermore, the ELL coordinator collects copies of Quarterly Assessments in ELA and Global History in order to track progress in reading comprehension and writing skills. Finally, student progress is evaluated through informal one-on-one interviews with ELLs throughout the year where students self-report on their progress and challenges. Through these meetings, the ELL coordinator works directly with students to determine whether their needs are being met, and what modifications should be considered to ensure further progress.

Part IV: ELL Identification Process

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

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

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

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

Immediately following the scoring of the LAB-R, an entitlement or non-entitlement letter is sent out in the family's preferred language, along with a brochure describing the three ELL options and a selection form. Copies of letters that are sent out are kept in students' individual files in the main office. Contact information and dates for an ELL parent orientation or individual meeting

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

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](#)].)
See response 2 above.
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.
See response 2 above.
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.
Each year the language acquisition progress of all English language learners (ELLs) is assessed on the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to analyze the language growth of our students by measuring student proficiency in speaking, listening, reading, and writing. NYSESLAT test results determine student qualification for ELL services and provide insight into the educational needs of ours ELLs. Assessment results influence educational decisions for the following school year. A team of certified teachers works together to test the ELLs in each modality, using the appropriate grade level assessments. We review all procedures and expectations for each aspect of the test. Test directions, scoring guides, rubrics, exemplars, and practice sets provided by NYS provide clear guidance through the process.

The ESL coordinator works closely with the testing coordinator to schedule, administer, and score the four parts of the NYSESLAT within the appropriate time frame. The ESL coordinator also attends all turnkey trainings in the months leading up to the testing period and trains other ESL staff to administer and score tests as necessary.
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. 
We haven't had to administer any Home Language Surveys yet, but based on the surveys completed by parents when their children first entered the NYC DOE system, 14 requested ESL instruction and 6 requested TBE. WSA currently only offers freestanding ESL instruction, but if the number of parents requesting a TBE program reaches the required minimum, we will work to offer an appropriate program. We are closely monitoring this data as we continue to grow, and we also communicate with parents regularly to ensure that they feel their students' language needs are being met and that they are aware of all of their options with regard to educational choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. Our ESL program consists mainly of push-in classes (co-taught by one teacher certified in the content area and one ESL-certified teacher) but also includes a pull-out class in which an ESL-certified teacher works with a small group of ELLs requiring extra instruction.

1b. Push-in (co-taught) classes are graded, heterogeneous by proficiency level, and include students who are not designated as ELLs. Pull-out classes include students in different grades and at different proficiency levels, although because of the small population there are no beginner ELLs and most are at the advanced or intermediate levels.

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

3. 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.

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

during extended day sessions to provide extra support to individual ELLs or small groups of ELLs.

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher includes specific objectives for speaking, listening, reading, and writing in every ESL pull-out class session to ensure that ELLs are constantly learning, practicing, and reviewing skills within all four modalities. While every modality is not formally assessed in every lesson, each modality is tapped in every lesson and assessed at least twice a week. These modalities are more formally assessed via quarterly exams as well as running records for each student in each area. The ESL teacher uses data from exams as well as student portfolios to inform instruction and target areas of weakness.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Plans for SIFEs are developed on an individual basis. Whenever possible, the ESL and content area teachers identify SIFEs before the year starts and then work with their parents to create IEPs for them. Teachers consider factors such as the student's literacy in his/her first language; number of years without school; whether or not he/she is accustomed to following school norms; the quality of the student's previous education; his/her current skills in all content areas; and the presence of basic skills necessary for classroom learning and participation, such as note-taking, studying, and completing assignments on time. Once these factors are evaluated, teachers scaffold content lessons appropriately, utilizing many of the same strategies applied to sheltered instruction for non-SIFE ELLs but with increased focus on specific areas of skill-and content-based need.

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

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

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

e. Teachers and the ESL coordinator continue to monitor the progress of former ELLs through one-on-one meetings with these students to check in. The ESL coordinator also checks their grades and evaluates samples of written work from formal and informal assessments at regular intervals throughout the year. If the coordinator or a content-area teacher notices struggles related to language, students may be moved to a co-taught ESL class or to a pull-out class for extra assistance. These students are also permitted to have extra time on all exams.

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 SPED coordinator, Aamir Rodriguez, and the ESL coordinator, Claire Rann, work closely with the principal to schedule programs for ELL-SWDs. Students' scores on the NYSESLAT and SPED academic testing such as the WRAT, KTEA, and Woodcock and Johnson are considered during student placement process. ELL-SWDs are placed in class co-taught by one teacher certified in the content area and/or ESL and another SPED-certified teacher. Both SPED-certified teachers are bilingual. Every ELA class has a classroom library with high-interest books at a range of levels, and students choose their own books to read and annotate silently during the first 30 minutes of class. Thoughtful backwards team-planning ensures that lessons are scaffolded to suit student needs. Instructional strategies include utilizing visuals and graphic organizers, building off of background knowledge, and pair and small group work. Extra individualized support is also available during study hall and extended day as well as after school.

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?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

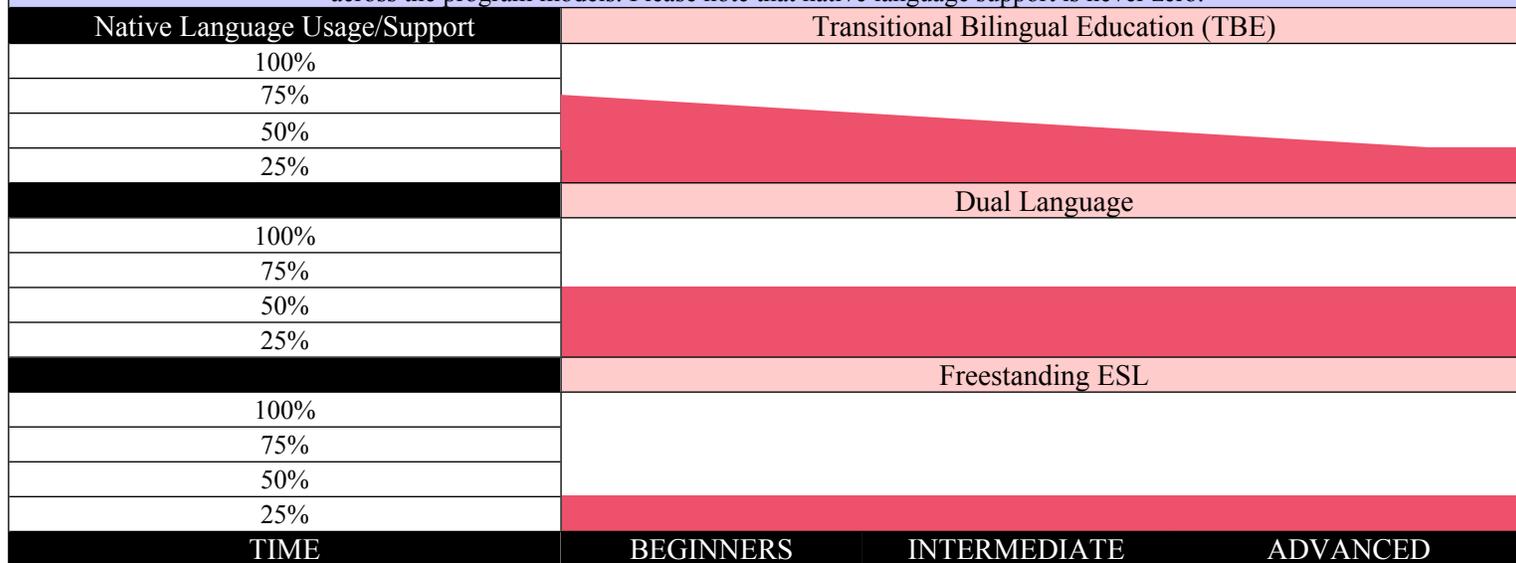
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

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

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

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

Our current academic program combines a rigorous curriculum with ample scaffolds and appropriate differentiation in order to ensure that all students are able to develop the skills necessary to complete high school and begin college. ELLs are held to the same expectations as other students, but are given extra supports to ensure that they can access the material and complete assignments. The small size of the school gives teachers and administration the ability to track ELLs' progress closely in all classes and collaborate to ensure that ELLs are supported. The improvement in NYSESLAT scores last year demonstrates the effectiveness of this model for ELLs at WSA.

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

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

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

N/A

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

ELLs participate fully in school life at Westchester Square Academy. All ELLs belong to integrated and interest-based mentorship groups with a mentor teacher who will remain with each group of students for all four years. These groups meet 4 times a week for 30 minutes. ELLs are encouraged to participate in all athletic and after-school activities. Additionally, all teachers hold office hours after school that are available to any students wanting extra help, including ELLs.

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

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

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

Bilingual and picture dictionaries and/or a laptop with an online bilingual dictionary are made available to ELLs and former ELLs in ELA and content-area classes. Content-area teachers often provide ELLs with ancillary texts related to the subject material in the student's native language and/or translations of the material being studied in class.

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

The ESL coordinator monitors native language texts closely to ensure that they are age, subject, and grade-level appropriate for every student. These texts help activate students' schema in content-area classes, allowing them to more effectively interact with English-language content-area material.

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.

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

18. What language electives are offered to ELLs?

Currently, Spanish and French classes are offered to WSA students, as well as French, German, Italian, and Persian Rosetta Stone programs.

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)?

N/A

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.

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

2. ESL teachers are encouraged to attend PD sessions offered by the DOE, our network, and the UFT, among other providers. Last year, our ESL coordinator attended a network training on NYSESLAT administration, a DOE training on NYSESLAT administration, an institute on research-based vocabulary instruction at the Center for Applied Linguistics, and three national conferences that included sessions specifically targeted toward increasing rigor in the classroom while meeting the needs of ELLs.

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

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

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?
 1. Mentors regularly contact parents and guardians by phone or email to report on student progress as well as discipline issues. Parents can access their students' grades and behavior logs at any time via the school's online gradebook (www.jupitergrades.com). Parents are also involved in the school's Parents' Association, which includes parents of ELLs in leadership positions as well as a Spanish-language translator. Parent attendance has been high at both conferences and symposium events. Letters and emails home are translated whenever possible.
 2. WSA has a relationship with a non-profit that matches young women at our school from West African backgrounds and their parents with mentors from similar places.
 3. Mentors regularly contact parents (either themselves or via a translator) to update them on their students' work in school and to ensure that their needs and concerns are being addressed. The home language survey also provides the school with data regarding ELLs' parents' backgrounds and their preferred method and language for contact.
 4. WSA determines what workshops and events are most useful and necessary to parents based on feedback from mentors as well as conversations with parents during school events and during Parent Association meetings. Translation is provided during these events, and parents are informed of goings-on in their preferred language.

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: Westchester Square Academy

School DBN: 08X558

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sara Dingley	Principal		11/14/13
Gregory Aamir Rodriguez	Assistant Principal		11/14/13
Eva Caceres	Parent Coordinator		11/14/13
Claire Rann	ESL Teacher		11/14/13
Kathy Santiago	Parent		11/14/13
Kristin Antoniotti	Teacher/Subject Area		11/14/13
Lacey Vargas	Teacher/Subject Area		11/14/13
Pablo Schelino	Coach		11/14/13
	Coach		
Tasha Henry Wilson	Guidance Counselor		11/14/13
Michael Alcott	Network Leader		11/14/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **08X558** School Name: **Westchester Square Academy**

Cluster: **4** Network: **411**

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.

School documents are available in the appropriate languages. We know a parent's native language by using ATS, the emergency cards and the HLIS. When parents and/or guests are greeted in the main office, it is quickly determined what language they speak. Translators are available for Spanish speakers as needed. If a parent speaks another language, we will actively recruit a translator within the school building or through the DOE translation unit.

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.

Generally there are no serious needs as the overwhelming amount of our parents speak either English or Spanish. We have signs posted in various languages outside and inside of the main office to increase the awareness of the different translation services available.

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.

Many of the written documents that need to be translated are available via the Department of Education website. When students and parents are interviewed at intake an immediate assessment is determined as to what language documents are needed. We have also reached out to the Department of Education's office of translation services. We sometimes use in-house staff or parent/other volunteers to translate documents and announcements.

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

Oral interpretation services are usually provided in-house. If translation for another language is needed, the Assistant Principals is responsible for securing the services outside of the school in a timely fashion. The Board of Education's office of Translation Services recommends a specific vendor, and that vendor will be contacted about 2 weeks before oral translators are needed (i.e. Parent teacher conferences).

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>.

All students and parents are assessed during the intake process to ascertain the language parents feel comfortable in communicating in. Documents are available and accessible in several languages via the school and through the DOE website. If a translator is not available immediately, the Assistant Principal has the responsibility to secure a translator either within the building or through the translation unit of the DOE.