



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: WEST SIDE COLLABORATIVE MIDDLE SCHOOL

DBN (i.e. 01M001): 03M250

Principal: NOVELLA BAILEY

Principal Email: NBAILEY@SCHOOLS.NYC.GOV

Superintendent: ILENE ALTSCHUL

Network Leader: CRISTINA SOLIS

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
Novella Bailey	*Principal or Designee	
Steven Schiff	*UFT Chapter Leader or Designee	
Mary Sumayah	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kathleen Gold	Member/ Teacher	
Lorraine Pierre	Member/ Chairperson	
Dina Davis	Member/ Parent	
Judy Griffith	Member/ Parent	
Amy Murray	Member/ Parent PA Co-President	
Sherrise Thomas	Member/ Parent PA Co-Vice President	
Natasha Knight	Member/ Teacher	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2015 all teachers will have received professional development to support effective use of assessments that informs instructional practice resulting in 100% of teachers demonstrating strategic shifts in instruction including small group instruction, differentiation for ELLs and Special Education Students, and timely and relevant feedback on student work through extensive use of formative assessments.

Comprehensive Needs Assessment

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

In the 2013-2014 School Quality Guide, MS 250 received an "Exceeding Target" for student progress, and a "Meeting Target" for student achievement. However, 21% of students met 2014 State Standards in ELA, and 9% of students met 2014 State Standards in Math.

Based on teacher observations and feedback the need for assessment practices across content and grade levels emerged as an area of focus to support rigorous instruction for all students and create a challenging and supportive learning environment that will foster student achievement.

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. Teacher leaders will participate in targeted training in understanding and implementing assessment calendars and norming protocols for grade level and content area teams.
2. Teachers will attend professional development workshops, and classroom inter-visitations designed and or led by their teacher leaders, administration, network and consultants to support use of formative assessments and checks for understanding to support high quality instruction.
3. Newer teachers will receive additional support of mentors, network workshops, and new teacher lunches.
4. Peer Instructional Coaches are released during the week to coordinate inter-visitation cycles for the staff, develop professional development, visit classrooms, and provide feedback to teachers.

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

1. Literacy leaders and math team leaders will engage in training on effective practices for use of assessments to inform instruction led by consultants from Teaching Matters.
2. Literacy Leaders, Peer Instructional Coaches, Demonstration Teachers, Network Supports, and Consultants will support professional learning for staff. Coverages are made available to ensure teacher participation in on-site inter-visitations as well as off site professional learning.
3. Network Instructional Liaisons, and Peer Instructional Coaches provide support to newer teachers and ICT partnerships.
4. Two of our Peer Instructional Coaches appointed by the Teacher Incentive Fund will collaborate with school administration to coordinate and develop professional learning opportunities for the staff in relation to effective use of assessments to inform instruction.

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

1. By January all teacher leaders will have engaged in training by Teaching Matters consultants to support teams' implementation of best practices regarding use of formative assessments to inform instruction. By June 2015 grade level humanities teams and the math team will have completed analysis of pre, mid and post unit assessments and have made revisions to curricular plans informed by assessment data.
2. Measures of Teacher Practice feedback in the Advance system will indicate an increase in use of checks for understanding and instructional practices aligned with indicator 3d from the Danielson Rubric. Feedback from peer instructional coaches and network supports will indicate an increase in use of assessment practices.
3. Feedback to newer teachers in Advance will indicate progress in teacher practice in relation to indicator 3d from the Danielson Rubric.
4. Inter-visitation cycles are scheduled and implemented for Fall 2014, Winter 2015, and Spring 2015. The impact of these professional learning experiences will be seen in improved instructional practice across the school.

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

June-September-: Development of Professional Learning Calendar for staff developed with teacher leaders and school administration.

September-November:

- Scheduling coordination of first Inter-visitation cycle
- Coordination of network supports for ICT partnerships and newer teachers
- Planning session with consultants to support team professional learning

December –March:

- Completion of Fall and winter inter-visitation cycles
- Network support for ICT teams and newer teachers
- Grade team pre, mid and post unit assessments for at least 2 units curricular revisions completed at the classroom levels.

March-June:

- Completion of Spring inter-visitation cycle for all teachers
- Completion of pre, mid, and post unit assessments and curricular revisions for spring units

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

1. Peer Instructional Coaches will be released five periods per week to organize and conduct inter-visitations and feedback provided by the Teacher Incentive Fund. Each Teacher is programmed for a professional data and assessment day to complete in depth analysis of students' data and determine instructional shifts at the classroom level. Teachers select off site workshops to attend that are aligned with use of assessments.

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).

- Parents are provided with detailed, standards based, progress reports based on the data analysis from the inquiry work.

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		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Teacher Incentive Fund											

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.

All teacher teams will engage in aligning curriculum to the Common Core Learning Standards for ELA, math and science resulting in the development and implementation of comprehensive CCLS aligned instructional programs in grades 6-8 as evidenced by a 3%-5% improvement in levels 3 and 4 on the ELA, Mathematics and Science New York State assessments.

Comprehensive Needs Assessment

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

Although MS 250's Middle School Quality Snapshot indicates that student progress on the State English test was "excellent" and the improvement on the state math test was "good", percentages of students at grade level for state standards in ELA, Math and Science, fell below the city and district average. Examination of 2014 State Standards exam data indicated 9% of all students met New York State math standards and 39% of 8th grade students met New York State science standards. Revisions to instructional plans in Science and Math are needed to ensure student engagement in ambitious intellectual activity to support the development of critical thinking skills. The analysis of student data and curriculum maps across content areas and grade levels revealed the need to align all performance tasks to the CCLS. These tasks will provide students with opportunities to engage in critical thinking and demonstrate understanding of grade level concepts in humanities, science and math courses.

Instructional Strategies/Activities

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

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

1. Teachers will review current curricula in Math, Science and ELA to determine necessary modifications to or development of learning/performance assessment tasks that ensure alignment to the CCLS. Teachers will collaborate to develop lessons and instructional modifications to meet the needs of all students including ELLS, and Special Education students. Personalized Learning Modules and Focus classes across content areas provide students with targeted instruction informed by student assessment data.
2. Teacher teams will implement performance tasks and evaluate student understanding and mastery of key learning concepts within units using CCLS aligned rubrics. Student data from tasks will provide teachers with necessary information to refine instruction.

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

1. Teacher teams including Grade level ELA teams, the Math team and the Science teams will meet to review CCLS expectations for units and develop performance tasks.
2. Teacher leaders will engage with teams to support the process of data analysis that will inform instructional shifts.

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

1. Grade teams will engage in planning sessions to develop performance tasks and will document teams' process of aligning tasks to CCLS and modifications to meet the needs of all learners.
2. Mid unit and end of unit assessments will be used to evaluate learning progression for all units of study.

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

Fall 2014:

- Teacher teams for ELA, Science, and Math engage in review of current curriculum to identify key CCLS elements to assess in performance tasks.
- Teachers have developed and implemented performance tasks for at least one unit.
- Teacher teams engage in assessment of performance task data to inform instructional shifts and additional curricular modifications to support student achievement for all students.

Winter 2015:

- Teachers have developed and implemented performance tasks for at least unit.
- Teacher teams engage in assessment of performance task data to inform instructional shifts and additional curricular modifications to support student achievement for all students.

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

Common planning time is scheduled for content area and grade level teams to support the development of learning tasks and curricular revisions. Consultants from Teaching Matters will support teacher leaders in guiding teacher teams' analysis of student assessment data. Grade and content area teacher leaders receive additional prep periods to prepare resources and assessment data for their teacher teams.

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).

Parents are provided with detailed, standards based, progress reports based on the data analysis from the inquiry work. In addition during curriculum night and student led conferences parents receive additional resources and samples of CCLS aligned student exemplars to support parents' understanding of academic expectations across content areas.

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		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

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

Teachers, administration, and support staff will work collaboratively to develop and implement a robust system to increase parent participation to support student academic and social-emotional progress as evidenced by a 5% increase in parent participation in school community activities from fall events to winter and spring events including parent workshops, Parent Association meetings, and school community events.

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.

MS 250's NYC School Survey indicated that 98% of parents surveyed were satisfied with the instructional core, and 97% of parents were satisfied with the systems for improvement. Our state data indicates a need to improve student achievement across all grades. In order to reach this goal, we seek to build capacity of parent stakeholders within the educational lives of their children to improve student outcomes.

Instructional Strategies/Activities

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

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

1. Developing a multifaceted approach to communicating with families regarding expectations for learning, student achievement, and academic and personal behaviors. This approach includes collaborative efforts among the teaching staff, administration, Parent Association, and Parent coordinator. Activities will include a monthly Parents' "Coffee Klatch" with the school leader, parents' grade team chat, parent workshops on academic expectations and emotional development of adolescents, Parent "Street Team" to support dissemination of critical news and foster a culture of communication throughout the parent community. In addition school staff will increase the use of online tools including staff developed Google documents to enhance communication with families.

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

1. PA executive board, parent coordinator, school administration and teacher leaders collaborate to generate, refine and implement parent outreach initiatives.

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

1. Fall winter and spring meetings with school administration and PA board to reflect on strategies and identify appropriate next steps. WSC generated Parent surveys regarding communication administered during fall and spring student-led conferences. Review of parent outreach logs at the beginning of each trimester will help key staff members reflect on quality of parent outreach methods implemented by teacher teams to identify successes and appropriate next steps.

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

1. Fall 2014:

- Develop parent workshop calendar
- Organize structure for Principal's Coffee Klatch and hold 3 meetings
- Develop and implement teacher structures and responsibilities for weekly parent outreach sessions
- Develop Parent Survey

Winter 2015:

- Completed parent workshops for seven topics including student led conferences, CCLS, academic goal setting, and the High School Articulation Process
- Administered Parent Survey
- PA structures for parent street team and class parents coordinated for all grades
- Hold 3 Principal's Coffee Klatch meetings
- Grade Team Parent Chat
- Feedback sessions with focus group of teachers and parents to refine structures for students' spring portfolio presentations.

Spring 2015:

- Administered Spring Parent Survey
- Hold 3 Principal's Coffee Klatch Meetings

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

Teachers will use weekly parent outreach time to coordinate and implement parent engagement activities. School Administration will work closely with parent coordinator, SLT, and guidance counselor to support strategies for parent outreach including workshops and individual parent meetings.

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).

- Parent workshops on state exams and Common Core standards
- Grade team chats
- Principal's Coffee Klatch
- Parent workshops on high school articulation
- Parent workshops on teen issues
- Teacher/ family conferences
- Student portfolio reviews with parent participants
- Pot luck dinners/Parent led Thanksgiving Toast
- Parent feedback surveys
- Technology workshops

Budget and Resource Alignment

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

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

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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.

- **Strategies/activities that encompass the needs of identified subgroups**
1.
- **Key personnel and other resources used to implement each strategy/activity**
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- **Timeline for implementation and completion including start and end dates**
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

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

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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.

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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.

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Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

6.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

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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	Explicit teacher directed ELA Reading and Writing Lessons in weekly Focus classes, Read Alouds and Shared Reading of texts used for teacher modeling of skills and strategies to support students' progress towards mastery of CCLS. Online educational resources (Starwalk) are used to support students in building reading stamina and building comprehension skills.	Weekly small group instruction designed with skills and strategies to support student progress towards mastery of CCLS for ELA in grades 6,7,8. Tutoring for students based on student's performance on CCLS aligned assessments will begin in February and continue throughout the rest of the school year.	During the school day
Mathematics	Explicit teacher directed lessons on key CCLS standards and math practices in weekly Focus classes. Online educational resources are used to support students in building stamina, and essential problem solving skills.	Weekly small group instruction designed with skills and strategies to support student progress towards mastery of CCLS for Math in grades 6,7,8. Tutoring for students based on student's performance on CCLS aligned assessments will begin in January and continue throughout the rest of the school year.	During the school day
Science	In grades 6-8 students work in small groups to analyze difficult content specific non-fiction text. Push in teachers support students with science course work aligned to CCLS expectations for content specific reading.	Small group instruction/Tutoring/Co-Teaching	During the school day
Social Studies	In grades 6-8 students work in small groups to analyze difficult content specific non-fiction text. Push in teachers support students with social studies course work aligned to CCLS expectations for content specific reading.	Small group instruction/Tutoring/Co-Teaching	During the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students receive small group support by Guidance personnel. Groups assist students in dealing with issues such as bereavement and anger management.	Small group counseling services	During the school day
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

At WSC, we value the growth of teachers over time and see it as our responsibility to support them in this growth process.

Teachers are provided with many professional growth opportunities, including:

- Participation in workshops (PROSE, Teaching Matters, Network sponsored ELA, Math, Special Needs and Guidance Workshops, PD on Danielson Framework through TIF Peer Instructional Coaches, admin, iZone workshops, etc.
- Several teachers are participants in the Teacher Incentive Fund Grant and support the schools professional learning community through their roles as Demonstration Teachers and Peer Instruction
- Consultants are brought into the school to work with individuals, teams and full staff on a wide range of educational areas including CCLS aligned instruction, instructional strategies for ICT partnerships, blended learning and technology integration
- Opportunities for school funded attendance at summer institutes
- On site professional development addressing areas such as curriculum development and data analysis in relation to the CCLS
- All teachers participate in "PD Days" when they are released from teaching in order to meet with School Leader, gather data on their students, analyze and organize data, and create a plan for instructional shifts aligned to student needs and the demands of the CCLS.
- Teacher Mentoring – one-on-one, through team structure, new teacher luncheons, network instructional staff support, PD opportunities and Peer Instructional Coaches. Consultants are brought into the school to work with individuals, teams and full staff on a wide range of educational areas

Teacher Leadership

At WSC, teachers emerge in leadership roles as their skills develop, they identify an interest and their colleagues recognize their strengths and talents:

- Each grade team has a teacher leader, with five common planning hours per week to collaborate. Teacher leaders are released additional periods to provide support, visit colleague's classes and coordinate curriculum.
- Teacher Leaders are members of the Core PD Team meeting weekly with Administration and with each other monthly
- Teachers and Teacher Leaders share best practices, visit each other's classes and collaborate on all scheduling and curriculum decisions during team meetings
- The staff meets alternately in full and various team structures from 2-3:25pm every Thursday
- Teachers participate in curriculum development, parent workshops, assessment meetings, etc. after school and receive per session
- WSC teachers are encouraged and supported to host visits and trainings for other educators across NYC – we have hosted Network, iZone, NYCDOE, Colleges, PBS and Common Sense Media trainings that highlight our teachers' strengths

WSC Teacher Recruitment Process

Initial Steps:

- Create job description and identify key criteria
- Advertise vacancy through New Teacher Finder and Open Market
- Advertise vacancy through established college partnerships; Bank Street College, Fordham University, NYU, Teacher's College

Next Steps:

- Administration reviews resumes and selects candidates for interviews
- Office staff schedule interviews
- Principal (+ one teacher leader, when available) do initial interviews
- Recommendations requested for promising candidates
- Strongest candidate's resumes and recommendation summaries are shared with team that has the vacancy. Team selects candidates for further interviews.
- Office staff schedules second cycle of interviews

Final Steps:

Teams interview candidates (open to all staff or interview committee members when a number of vacancies exist)
Strong candidates are invited in for a school visit and opportunities to interact with students
Administration and teacher team members/interview committee review candidates and make final selection.

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).

At WSC, we value the growth of teachers over time and see it as our responsibility to support them in this growth process.

Teachers are provided with many professional growth opportunities, including:

- Participation in workshops (Teaching Matters, T.C.'s Reading and Writing Institutes, CFN101 Network workshops across content areas to support implementation of CCSS aligned curriculum and effective teaching practices aligned to the Danielson Framework for Teaching, iZone personalized pathways workshops and affinity groups)
- Consultants are brought into the school to work with individuals, teams and full staff on a wide range of educational areas including CCSS aligned assessments for Math and ELA
- Opportunities for school funded attendance at summer institutes
- On site professional development addressing areas such as curriculum development and data analysis in relation to the CCSS
- All teachers participate in "PD Days" when they are released from teaching in order to meet with school leadership gather data on their students, analyze and organize data, and create a plan for instructional decisions aligned to student needs and the demands of the CCSS.
- Teacher Mentoring – one-on-one, through team structure, new teacher luncheons, network instructional staff support and above PD opportunities

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

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

WSC coordinates resources from all funding sources to meet our stated instructional and guidance goals. We do this by identifying our program goals, mapping staff to the specific goals and aligning funding sources for those partial and full positions. In addition, we identify resources such as supplies, technology, books, outside programs and other student materials that will support our goals and coordinate the funding of those items within the requirements for the funds.

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.

Many staff members are trained in the practice of aligning assessments to the CCLS across content areas. These staff members are leading colleagues' work in this area 2014-2015. Teacher leaders collaborate with consultants from Teaching Matters to evaluate and refine teacher team practices regarding use of student assessments. Teacher teams engage in the process of norming grades on assessments to build a common understanding of grade level work. Assessment data is used to inform instruction, groupings, and interventions. Teacher leaders are part of the cabinet and help set policies. Teacher teams work collaboratively on curriculum and common expectations.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

West Side Collaborative will take the following actions to involve parents in the joint development of its school parental involvement plan:

- Parent workshops on state exams and Common Core standards
- Grade team chats
- Principal's Coffee Clatch
- Parent workshops on high school articulation
- Parent workshops on teen issues
- Teacher/ family conferences
- Student portfolio reviews with parent participants
- Pot luck dinners
- Technology workshops
- Student portfolio presentations
- Parent workshops on iZone initiatives such as Student Led Conferences (SLC)

West Side Collaborative will take the following actions to involve parents in the process of school review and improvement:

- Parent workshops on state exams and Common Core standards and on community and online resources that promote academic achievement.

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

- Use of parent coordinator, teacher and guidance counselor to conduct workshops for parents
- Translation services to support parents
- Distribution of interim progress reports aligned to the CCLS

West Side Collaborative will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The parent coordinator will create and conduct parent surveys that will be used to address needs and evaluate program effectiveness.

West Side Collaborative will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators:

The school will provide workshops on the Common Core State Standards and student requirements as well as standards based grading, to monitor and support student achievement. The school will provide a workshop on the standards based progress reports and how to use them.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parent workshops on developing literacy and math skills.
- Parent workshops on technology in the classroom and internet safety.

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- The Parent Coordinator provides newsletters, calendars, online school information and access to the school website.
- The Parent Coordinator works closely with the PA to identify parent needs and interests.
- The Parent Coordinator shares this information with staff members.
- Staff and parent SLT members collaborate in monthly SLT meetings to discuss and plan next steps to support families.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- The school provides information about community based organizations that support academic achievement and social emotional development.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

The Parent coordinator and guidance counselor will facilitate:

- Parent workshops on state exams and Common Core standards
- Parents will receive interim Common Core standards aligned progress reports twice a year in addition to regular report cards
- Parent workshops on teen issues
- Teacher/student family conferences
- Student portfolio reviews with parent participants
- End of year surveys

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

School Responsibilities

West Side Collaborative will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified as defined in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways

- Monitoring attendance.
- Making sure that homework is completed.
- Making sure students attend office hours.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework every day and ask for help when we need to.
- Read at least 45 minutes every day outside of school time.
- Give to our parents or the adult who is responsible all notices and information received from school every day.
- Do our best.

3. .

DBN: 03M250

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$93,173.85	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,306,932.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has

the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 3	Borough Manhattan	School Number 250
School Name West Side Collaborative		

B. Language Allocation Policy Team Composition [i](#) 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 Jeanne Rotunda	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Stephanie Caruso	Guidance Counselor Wonda Perez
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Maria Broughton	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	193	Total number of ELLs	14	ELLs as share of total student population (%)	7.25%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1	1	1					3
self-contained							1	1	1					3
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	0					6			2	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	0	0	0	0	0	6	0	0	2	0
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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	
	ELL	EP	ELL	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	
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							4	2	3					9
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic							1		1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	6	3	5	0	0	0	0	14

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)							6	1	4					11
Intermediate(I)								2						2
Advanced (A)									1					1
Total	0	0	0	0	0	0	6	3	5	0	0	0	0	14

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							2	2	3				

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3			5
7	3				3
8	4				4
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	1	1	4	4					10
7	3	3							6
8	3	3	1	1					8
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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- 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.
 - WSC uses the Diagnostic Reading Assessments along with informal assessments and classroom observation to assess the specific needs of ELL students. This information can be further used to inform our school's instructional plan in terms of one-on-one sessions. Students' specific needs will be addressed during their time with ELL Coordinator and teacher, Stephanie Caruso. The data shows that

the Reading and Writing skills of ELLs throughout all the grades is low on the NY state ELA test.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. As per the NYSESLAT scores, across all grades (6-8) all Advanced level students scored high in their listening and speaking of English. This can be indicative of the fact that we have a push-in/pull-out Freestanding ESL program, where students are immersed in English language instruction at all hours of the day. According to the LAB-R completed by two students, one 6th and one 8th grader, the scores reveal a high score in writing and grammar. This can be indicative of the fact these students have been trained in English writing. The data shows these two students score poorly in speaking. This is indicative of the fact that these students have not been immersed in an English-only speaking environment. On the ELA state exam, only students in the current 6th grade regressed in levels; this may be indicative of a writing issue and a cultural and social shift in transitioning to a new school
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](#))
3. WSC plans instruction based upon students' needs. Students are given practice test packets with their individualized work plan.
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?

4a. For students residing in this country for more than a year, ELA must be administered in English. All students opted to take the math test in English. We do not do native language testing. We are not a bilingual program; we are a freestanding ESL program.

4b. In the past, we have examined where the strengths/ weaknesses were for each individual student. These results are used as a planning tool to create lessons and to create small groups for students with similar competencies and needs.

4c. In studying the modalities across the Periodic Assessments, WSC has been better able to understand learning strengths and weaknesses of our students. Test results have helped us to better develop our curriculum in a way that will address the diverse needs of our learners.
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?
6. WSC teachers work in teams. The ESL teacher meets regularly with the teams to check in about instructional decisions and upcoming units. At WSC, success is evaluated by students' abilities to improve skills and become self- directed learners. The social-emotional progress of ELLs, particularly new ELLs, in our school atmosphere is equally important to their academic progress. By fostering a close relationship with their head content teachers and the ESL Coordinator/teacher, ELLs' successes are observed and tracked through a variety of lenses.
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 offer written surveys for parents and families after meetings, provided in his/her language. Since we have such a small school, it is often an informal conversation when it comes to support for ELL programs. Particularly during high school articulation process, parents of ELLs have been particularly grateful in how the workshops are offered in multiple languages and with translators at our Parent

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. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the family's heritage language should it be other than English. The ELL Coordinator, Stephanie Caruso, conducts the initial screening and administers the HLIS. When necessary, the translation services of in-house staff members fluent in the family's home language are utilized. In other instances, the ELL Coordinator contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

If the responses to the HLIS indicate that a student has a home language other than English, the ELL Coordinator, Stephanie Caruso, administers the LAB-R, a test used to determine initial entitlement for ELL services. The LAB-R is administered within ten days of the student's enrollment. The LAB-R is administered to the student by the ELL Coordinator, Stephanie Caruso, in a designated testing space during the core school day. Should the LAB-R results display that the incoming child is an ELL AND that Spanish is the home language, another step is taken. This child must then also take the Spanish LAB to determine the height of language usage. The LAB-R and if necessary Spanish LAB are the preliminary steps in determining heritage language of a family as well as language dominance. Within the first ten days of enrollment in the NYC public school system, the ELL Coordinator and the Parent Coordinator, Tracy McClaire, set up a one-on-one meeting for those parents whose children have scored below proficiency on the LAB-R.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking, and listening in the English language. The speaking section is administered individually. The other sections are administered in the following order: listening, reading, and then writing. The ELL Coordinator, Stephanie Caruso, schedules the students to be tested by grade during the two week test administration period and ensures that the proper accommodations are in place. During the summer, the results of the NYSESLAT are posted on ATS and students are classified as Beginner, Intermediate, or Advanced level based on their latest scores. This level determines the number of weekly minutes of instruction which the ELLs are entitled. Beginner ELLs receive a minimum of 360/minutes per week of ELL services from Stephanie Caruso while Intermediate and Advanced ELLs receive a minimum of 180 minutes/per week.

In terms of annually evaluating the ELLs using the NYSESLAT, students' scores are carefully examined by the ELL Coordinator. As the test results are broken down into listening, speaking, writing, and reading skills, the ELL Coordinator delineates each individual ELL's needs into a priority chart on a spreadsheet. When the ESL Coordinator conferences with the ELLs individually at the beginning of the academic year, the test results are reviewed. These results are also formally sent home, but in order for the ELLs to recognize where they need to spend the most effort this school year, an open and important conversation is necessary.

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.
West Side Collaborative is a small school serving a diverse population of students in grades 6 through 8, including ELLs. The school follows the Children's First initiative using a balanced approach to education that builds educational excellence. A critical component of Children First reforms is program placement of ELLs. A letter is sent home within 10 days of the LAB-R. A phone call is also made to ensure that parents are aware of the Parent Orientation meeting. Again, should it be necessary, a translator is contacted to have proper communication with the families.

At the meeting, parents are presented with the Parent Orientation video in their home language. Should a translator be necessary to conduct the meeting due to a low-incidence language, an interpreter will be contacted in order to ensure full understanding of the parents' options of services and programs. At the meeting, the three program choices are explained: Dual Language, Free-Standing English as a Second Language, and Transitional Bilingual Education. The Parent Orientation video can be found on the DOE website. It is shared in its entirety to the parent in a quiet and private setting. The ELL Coordinator, Stephanie Caruso, sits with the parent(s)/guardian throughout the duration of the video. At the conclusion of the video, the ELL Coordinator generates an informal interview about the parents' thoughts and concerns. The ELL Coordinator may take notes should there be questions that need to be followed up on or if there are specific concerns for the student. The parents are then given a Parent Survey and Program Selection form (templates to be found in the ELL handout binder filed in room 304) at the conclusion of the presentation and conversation. These forms are collected by the ELL coordinator and kept on file in room 304, the homeroom of the ELL Coordinator. New ELLs are inputted into the "ELPC" screen on ATS. If parent selects a program other than ESL, the ESL Coordinator follows up with enrollment to support the parent in finding a school with a program of choice. Although, WSC currently provides ESL services, if there are fifteen students in contiguous grades who speak the same language and whose parents want a Transitional Bilingual Education Program, a bilingual program will be formed to honor the community parent choice. It is made clear to parents they have the legal right to choose the program that they feel is best for their child.

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 [\[see tool kit\]](#).)
 3. At the beginning of the school year, the ELL Coordinator, Stephanie Caruso, also checks the RLAT scores on ATS. This report identifies the students in the school who are ELLs based on their LAB-R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, and Non-Entitlement and Non-Entitlement/Transitional letters are sent to the parents in English and in their home language. Parents also receive their child's NYSESLAT Score Reports from the previous year as well as an informational packet explaining how they can aid their children in studying and preparing for the next NYSESLAT. In addition, the ELL Coordinator reviews the RYOS report on ATS to ensure that all ELLs have been identified for receipt of the appropriate entitlement letters.
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.
 4. Translators are used throughout the duration of the newcomer ELL decision process should they be necessary. Since WSC only offers an ESL Freestanding program, parents and guardians are made aware that they are not bound to staying at WSC. Should they want to use one of the other programs available, they will be directed to a school with said programs and will be admitted as long as there is room.
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.
 5. Students identified as needing ESL services receive support through a Free-Standing English as a Second Language Program, which has been the unilateral program choice designated on the Program Selection forms. Students receive the required number of units of instruction (based on CR Part 154) as determined by the LAB-R and NYSESLAT scores. This well-rounded lens into the students' requirement of services ensures that students get the services and support they need to achieve academic success. Even students who are former ELLs receive ELL services and supports as demonstrated by teacher input and student achievement data. These Proficient students are also still eligible for ELL testing accommodations, such as receiving time and a half and getting questions read aloud to them.
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. 
 6. Throughout the years, a Google Document has been preserved to maintain and update records of ELLs that are identified and then enlisted at our school. This roster and document is shared with Office Staff and the ELL Coordinator, to maintain records and to keep compliance organized. 100% of identified ELL families that have come to WSC in the past four years have selected the program choice we offer, which is Free-Standing English as a Second Language. In the event the program model offered at our

school, Free-Standing English as a Second Language, does not align with parent requests, parents are informed that they have the legal right to transfer their child to schools offering the programs of their choice (provided there is available space at that school). However, in the event that our community of ELLs changes, then we are always will to adjust our service model to meet the needs of our families.

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])?

1. The organizational models followed at West Side Collaborative are a combination of push- ins and pull- outs from both General and CTT classes. The ELL Coordinator/ESL teacher, Stephanie Caruso, pushes into scheduled grade level, inclusive classes throughout the week. In these classes, it is predetermined that the ELLs sit close to one another and in the front of the classroom. When pushed into a main content class, the ELLs are set to the standard of the rest of the class; they follow the agenda of the whole class i.e. Brain Booster starting question, the mini-lesson, and the workshop time. The ELL Coordinator sits alongside the ELLs in class to ensure they are understanding directions and staying focused and on task. Since the ELL Coordinator is made privvy to the day's lessons and workshops before the lesson is executed, multiple differentiation pieces are considered. Most importantly, with reading, the ELL Coordinator modifies the texts by including vocabulary. Similarly, in a science or history class, visuals are commonly provided for the ELL students.

In the pull-out setting, the ELL students are taken either individually, in pairs, or as a whole class grade ELL group (that is, all 6th graders, all 7th graders, all 8th graders) to work out of the classroom. Individual pull-outs usually include Independent Reading time with the ELL Coordinator, where students get to practice pronunciation and fluency. This is also an ideal time to individually check for understanding in the student's progress with reading comprehension and vocabulary building. This time also serves as a way to develop a more close-knit relationship between the ELL and the ELL Coordinator. These informal conferences are ideal coaching and teachable moments. When pulled-out as pairs, these students have been coupled because they are struggling with the same details, albeit the introduction of their essay or similar grammar struggles. Lastly, in whole grade ELL group pull-outs, the groups are small enough where working on an in-class project is ample workshop time. This tiem

is also crucial for Read Alouds, facilitated by the ELL Coordinator. In group ELL time, collective stories are read and dissected. Again, this is quality time to check for understanding of the ELLs progress. It also aids in creating future NYSESLAT test practice packets for fundamental skills i.e. grammar and reading lessons tailor made to the ELLs' current needs.

To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ELL Coordinator/teacher, Stephanie Caruso, meets with grade team teachers to develop a schedule that accommodates the mandated minutes. Per CR Part 154, Beginning ESL students receive 360 minutes of ESL instruction per week; Intermediate students receive 360 minutes of ESL instruction per week; and Advanced students receive 180 minutes of ESL instruction per week. These meeting times with teachers are also necessary for the ELL Coordinator to be privy to the class structure, lessons and goals, both short term and long term. That way, the ELL Coordinator has ample time to differentiate materials and prepare supplementary material for the ELLs.

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)?
 2. In order to best serve our ESL students while maintaining appropriate relevancy to the content areas, the ESL teacher meets with grade team teachers to develop a comprehensive curriculum which both addresses the content being covered in class as well as adapts and modifies content when necessary. As WSC provides a Free- Standing ESL program to its ESL population, the majority of instruction is delivered in English. A small number of CTT students receive additional services with a bilingual English-Spanish paraprofessional.
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.
 3. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small-group targeted instruction to support their learning. During students' designated Independent Reading time which is configured into every grade level, the ELL Coordinator uses this time to do individual conferecing with the ELLs to practice reading aloud.

In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Since WSC is serious about teaching Common Core Standards and preparing our students to be proper and upstanding "21st Century" citizens, then access to technology and self-discovery through technology is a priority. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

In Social Studies, ELL students are assigned projects that help them develop a hands-on understanding of the time periods studied. Students are able to work in small groups, encouraging both team- building and a solid understanding of key concepts. As students work, teachers offer guidance and help them increase understanding through the use of conferring and multi- media tools such as video- streaming and Google Docs. Students are able to make autonomous decisions about their learning, freely choosing to focus upon particular sub- groups throughout history for special and individualized projects.

Science is currently offered two times per week at 95 minutes per period (190 weekly minutes). Instruction is delivered in a setting which enables students to be both inquisitive and kinesthetic learners. Students are introduced to scientific concepts and exploration while applying English language usage to lab report- writing and the promotion of content- specific language and vocabulary. All students are responsible for active participation in investigatory science explorations as guided by the classroom teacher. Students work towards acquiring the appropriate knowledge of scientific concepts and methodology, as well as independent and self- directed production of content- relevant work.

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

4. To ensure ELLs are appropriately tested in their native language, state tests will be offered in the students' native language should it be deemed necessary by the ELL Coordinator, by the parents, and by the ELL. However, to date, no ELL has taken the state tests in any language other than English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. The ELL teacher, Stephanie Caruso, has a self-contained ESL Focus class where students work on speaking, listening, writing, and reading.

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).

6. Differentiated instruction is acknowledged amongst all ELL subgroups. To ensure learner success, each student is assessed by the ELL Coordinator and team teachers, and his or her needs are identified. Teachers work in small groups with these students to provide the necessary instruction for meaningful, autonomous learning. Our staff is trained in using differentiation strategies and tools to support students at the various levels.

6 a. In conjunction with the classroom teachers, the ELL Coordinator works to establish a foundational understanding of the SIFE student's L1 literacy (as well as level of proficiency in the target language). Each SIFE student is delivered a curriculum developed by the student's teachers and parents. Instructional plans are developed on a case by case basis, with the student receiving a combination of push-in and pull- out services from the ELL Coordinator and the other necessary support staff. Educational plans for SIFE students are highly individualized and are created with consideration to the academic and emotional needs of the students.

6 b. Newcomers receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. Per CR Part 154, students receive the mandated number of support units as determined by their LAB- R/ NYSESLATE scores. They are assessed through both informal and formal assessments in- school, as well as periodically through borough assessments for ELLs. Newcomers are able to enhance their skills through a comprehensive ELA/ ESL program which strives for inclusion as well as seeks to improve cultural awareness.

6 c. For ELLs receiving services 4 to 6 years, a greater focus is placed on developing cognitive academic language proficiency. Per CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. ELLs receiving services 4 to 6 years are assessed through both informal and formal assessment in- school, as well as periodically through borough assessments for ELLs. They are able to enhance their skills through a comprehensive ELA/ ESL program which strives for inclusion as well as seeks to improve cultural awareness.

6 d. The instructional goals for Long- Term ELLs are to both enhance mastery of the English language as well as provide students with the guidance to become autonomous speakers of the target language. Per CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. Long- Term ELLs are assessed through both informal and formal assessment in- school, as well as periodically through borough assessment for ELLs. Additionally, West Side Collaborative provides interventions for students being designated at- risk. Throughout the day, support services in ELA and ESL instruction are provided through a comprehensive push- in/ pull- out model. At- risk students receive 1:1 services with the ESL teacher, who reinforces literacy through a variety of programs such as Wilson Reading and writer's workshops. The ESL teacher also pushes into Humanities blocks, offering the students support and skills for reading comprehension and writing. A variety of materials including leveled books in both fiction and non- fiction genres are available in the classroom library. Students are given both whole- class as well as individual "Just Right" books to read. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing. Through the use of targeted mini-lessons and conferring with both classroom teachers and the ESL teacher, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary,

reading and writing. Through the use of Google Docs, word processors, Power Point presentations and videos, students build their literacy skills

6e. Former ELLs receive the same testing accommodations for a year after services. Also, students who passed the NYSESLAT but are submitted for possible "reevaluation" from their teachers will spend time in the ESL groupings.

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?

7. The ESL and CTT teachers meet to plan lessons and identify specific strategies to be used to support the development of the necessary skills for students with special needs. Students receive the mandated number of support units as determined by their NYSESLAT scores. All ELLs identified as having special needs are served per their IEPs. This year, with the onset of more advanced technology at WSC, iPad programs are being used to enhance the teachings of the ESL and CTT teachers. For example, an ELL may start creating flash cards on "First Words" or "Baby Carrot" with the ESL teacher and these same visual and recorded definitions and lessons will be supplemented and continued with the CTT teachers.

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?

8. ELL students at West Side Collaborative have the opportunity to be educated alongside their general education peers. The classes at WSC are not tracked. Although all ELLs are placed in the same ELA (Readers and Writers) classes, they experience a wide range of diverse classes throughout the school day. At WSC, we believe the most appropriate and comfortable setting for ELLs at any level is alongside their peers in the classroom. As previously mentioned, the push-in and pull-out dynamic of classes at WSC is expected by the students (not even just the ELLs, as there are enrichment programs that push-in and pull-out as well). To be pulled out of a classroom is not stigmatized by the students, as at one point or another, every student, albeit general ed, CTT, or ELL, is pulled from the classroom. Similarly, with the constant presence of the ELL Coordinator, students come to recognize this teacher as another adult and teacher in the room.

Courses Taught in Languages Other than English ⓘ

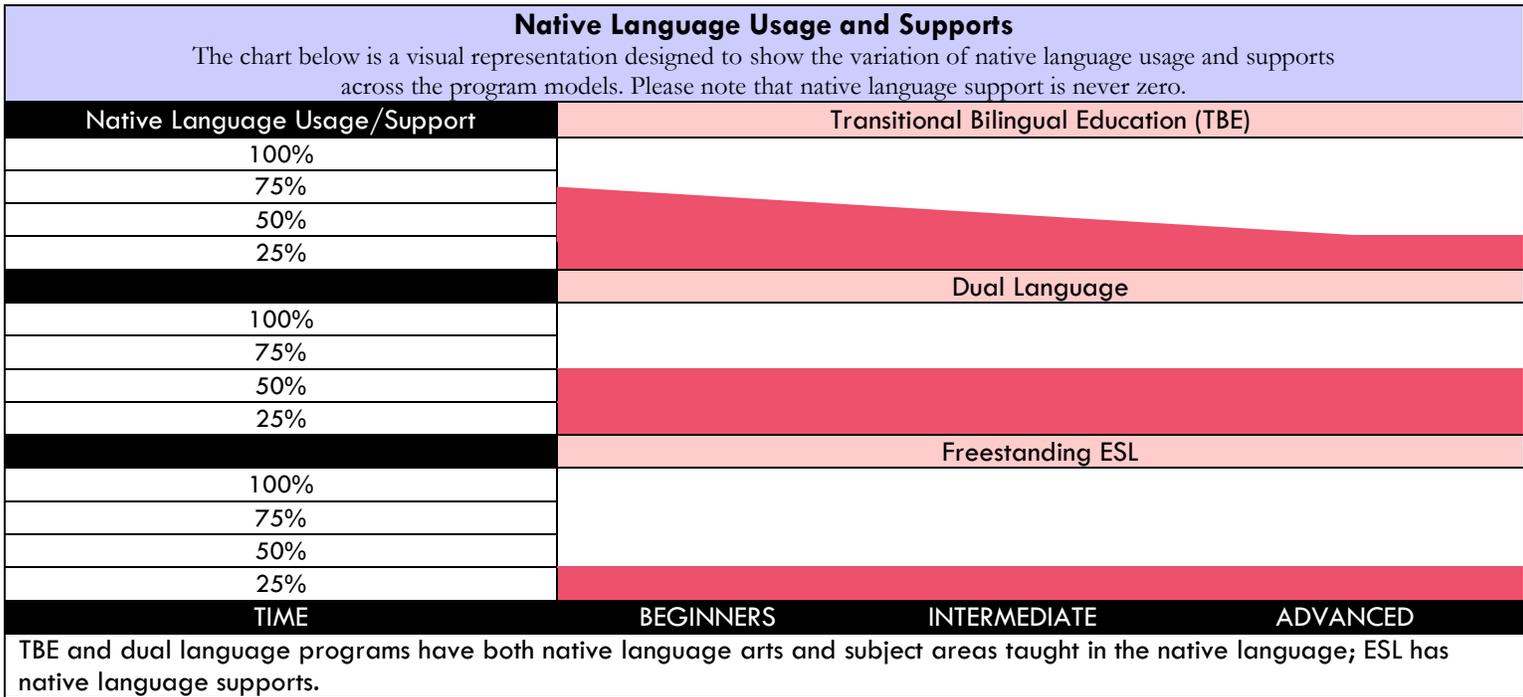
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:	n/a		
Social Studies:	n/a		
Math:	n/a		
Science:	n/a		

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



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.
9. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills. iPad student activities are also introduced.
- In math, formal and informal assessments are used to determine ELL students' specific needs. These needs are then addressed through targeted interventions such as push- ins and pull- outs with the math coaches and ELL Coordinator. In addition, students are compelled to reflect upon their own needs as learners. Teachers use students' insights to support their learning and integrate multiple intelligences. The ELL Coordinator works with the classroom teachers to ensure that students understand and master state content.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Continuing transitional support is offered for ELLs who have reached proficiency on the NYSESLAT. Our school offers a highly- developed, comprehensive ELA program which affords all students the opportunity to continuously develop reading and writing skills while exploring different genres of literature and diversified styles of writing. Beyond curriculum, students are still supported socially and emotionally as ELLs. They are made aware that if they still need extra help with writing, the ELL Coordinator is there to support them. Former ELLs' scores on state tests are still monitored by the ELL Coordinator as well.
11. What new programs or improvements will be considered for the upcoming school year?
11. West Side Collaborative was granted the Elizabeth Rohatyn Award as well as the Gates Foundation Teacher Wallet which has enabled the school to further update its technology. With the use of iPads, ELL students will have hands-on access to programs that enhance their speaking, listening, and grammar skills. Additionally, students will work more with technology this year as they learn how to use Garage Band -- a program that records their voices and they can then transpose in written words what they can communicate through speech.
12. What programs/services for ELLs will be discontinued and why?
12. No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELL students are offered equal access to all school programs. ELLs are included in all field trips, advisory, arts, science, dance, and choir clubs. By receiving ESL services from a licensed ESL teacher that are targeted for small group instruction that supports their learning, ELLs are encouraged to remain involved and interactive in school culture and activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Technology and multi- media is used in various modalities to enhance teaching. A school- wide online supportive website is used to help students understand math concepts. Power Speak, an online language program, is used to build understanding of language. Schools Attuned assessments help ELL students understand their strengths and assist students in meeting challenges. Students also have access to a dictionary of their native language and English (i.e. Spanish/English, Arabic/English) in every room.

Formal and informal assessments are used to identify ELL students' needs and in consultation with the ESL teacher, classroom teachers confer with ESL students about these needs to support growth. Academic intervention services are offered and students are programmed for small group instruction to support their learning.

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

15. As WSC provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English. A small number of CTT students receive additional services with a bilingual English- Spanish paraprofessional.

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

16. All required services support and resources correspond to ELLs' ages and grade levels.

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.

17. All new students are given a welcome orientation to the school. ELLs are paired up with buddies to help them acclimate to life at WSC as well as life in New York. Teacher- student communication is open and consistent; we believe in demonstrating passion for learning and compassion for our students. Homeroom at the start of every day is an opportunity for students to take part in the Free Breakfast program, socialize with their friends, receive notices to bring home (which are always offered in the students'/parents' preferred language), and reach out to content teachers. Office hours are also an opportunity for students to informally discuss academic issues with their Academic Coach. The ELL Coordinator is the academic (Base Camp) coach for all ELLs.

18. What language electives are offered to ELLs?

18. Power Speak, an online language program, is offered in five different languages: French, Spanish, Italian, Mandarin, and Japanese. All WSC students are afforded the opportunity to use the program during the school day during their Explorations period, in after-school programs, and at home.

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. West Side Collaborative currently has one Advanced licensed ESL teacher, Stephanie Caruso, who attends monthly Network meetings for ELL Liaisons. Whole- staff PD is encouraged through attendance at professional development workshops presented by Columbia University Teacher's College. The ESL teacher also provides 1:1 feedback and conferencing with all grade level team teachers and administrative support. The ESL teacher attends weekly departmental and grade team meetings to support ELL professional development among all teachers.

2. All staff are required to attend various professional development workshops in ESL. For example, Paul Facto, the current Apple partnership representative with WSC will be holding an ESL PD meeting on November 9th, 2011. In addition, the ESL teacher provides 1:1 feedback and support for all grade level teachers. A weekly schedule is made by each content teacher. At the beginning of the week, based on the lessons and the previous weeks, the ELL Coordinator and the head teacher decide which days will be appropriate for push-in and which will be pivotal for pull-out. Also, at the conclusion of the week, the ELL Coordinator meets with each grade "team" to discuss progress.

3. The student body at West Side Collaborative encompasses a diverse population ranging from grades 6 through 8. All students are assisted in making smooth grade- level transitions through the support of the grade- level teams, as well as the entire school community. West Side Collaborative strives to provide our students with a safe, inclusive environment which promotes the social, emotional and academic growth of our students. This is done by providing many opportunities for whole school assemblies and activities. These include the annual Spirit Day, Halloween Parade, Thanksgiving Toast, Talent Show, Read-a-Thon, etc. Students are also "promoted" to each grade, sent off from their current grade and offer themselves as "experts" to the students in the grades below them. A support network is expected amongst students and is fostered mainly through Advisory groups, which are mixed grades.

4. The ELL Coordinator turnkeys information in Professional Development days. She also integrates herself into pre-planning for the entire year, which contributes to all staff's minimum hour requirements. Records for this process and sharing between ELL Coordinator and General Ed/ICT teachers is completed through Google Documents and Google Spreadsheets. The unit planners for each class are updated on a daily basis. This enables the ELL Coordinator to go into each grade's academic planning and contribute differentiated materials for ELLs. The ELL Coordinator is also embedded into "Team Meetings" once a week - an hour a week - to offer feedback about differentiated materials for upcoming lessons.

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. There is an orientation for incoming parents facilitated in English and Spanish. WSC has a PA that runs workshops on adolescent development and academic success throughout the year. These are conducted by Tracy McClaire, Parent Coordinator, who is fluent in English and Spanish. At the annual grade level "Curriculum Night," the school hosts "parent walks" where parents get a glimpse of what their child experiences in a classroom setting. Parents are invited to volunteer, albeit for field trips or school events. We distribute monthly newsletters which are translated for our bilingual families to keep them informed about events at WSC. Content area classes, such as math, also send home a monthly newsletter to parents to inform them of the unit their child is currently studying. Our automated calling system translates messages. High school articulation workshops provide an opportunity for parents to prepare for the application process and translation services are available. Flyers are sent out in multiple languages and communication is always open. This year, we are also introducing "parent email." Now, not only do all WSC students have an email, but their parents do as well. This is a further means of communication between staff at the school and tech savvy parents, as well as a way for students to "share" their work with their parents via Google docs. For parents in need of computer and online training, particularly with Google systems, parent workshops are offered throughout the school year.
 2. Yes, and all of our partnerships reach out to the full demographic represented in our school. Specific efforts are made to make ELL families aware of these resources. Bulletins and partnership letters are always distributed to ELLs' families in their native language. They are also made aware that should they decide to participate in any of the community based organizations, a translator will be made available to them.
 3. We survey parents and use various DOE generated tools to identify needs of students and families. ELLs' parents are also given the full contact information (phone and email) of ELL Coordinator, Stephanie Caruso, and are encouraged to contact her or any content area teacher at any time. Personal letters and phone calls home or informal meetings are common and expected.
 4. Our activities are designed to address needs expressed by parents and to educate parents about academic issues as well as social emotional development. We believe that a WSC student's education is made possible through the partnership of both the parents/guardians and the teachers. Together, we can support and advance our students' educational goals. By delineating these goals at the beginning of the year with a personalized letter home to each ELL household, the partnership is set upon a foundation for the advancement of the ELLs' skills.

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.

No further responses.

Part VI: LAP Assurances

School Name: MS250 West Side Collaborative

School DBN: 03M250

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanne Rotunda	Principal		12/16/13
	Assistant Principal		12/16/01
Tracy McClaire	Parent Coordinator		12/16/13
Stephanie Caruso	ESL Teacher		12/16/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Wonda Perez	Guidance Counselor		12/16/13
Marina Cofield	Network Leader		12/16/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M250 School Name: West Side Collaborative Middle Scho

Cluster: 1 Network: CFN 101

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.

As a part of our orientation materials sent to families the school sends out the NYCDOE Home Language Survey to inquire about the languages spoken by the school's parents and families. The data from these forms are logged electronically by the office assistant and are accessible to the parent coordinator, administrative staff and teachers communicating with families. In addition at school events the parent coordinator takes note of parents speak languages other than English so they can be added to the online home language log.

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.

Our data indicated that close to 40% of our student families speak Spanish within the home. In addition, we noted that we have four families that speak Arabic within the home, two families that speak Bengali in the home, and two families that speak French-Creole in the home. Findings were reported to office staff in monthly office staff meetings verbally. In addition, all office staff members have access to the home language log which is recorded and shared online. In addition, teachers were informed of translation needs during teacher team meetings in the fall.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All documents sent home to communicate with families are sent home English as well as the languages spoken at home. The school office uses google docs to translate all key documents into Spanish and bilingual school staff members review the documents for clarity and make needed revisions. Key NYCDOE documents for parents are accessed on the DOE website by the parent coordinator in Spanish, Bengali, French Creole, and Arabic and are copied to be sent home with students or to be distributed during school community events including Student Conferences, Curriculum Night and other school-wide events. In addition, we have used the NYCDOE translation service to translate documents for families.

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.

Based on the data from home language surveys translation services are provided at workshops and school-wide events including new student orientation, curriculum night, parent learning walks, and student led conferences. The school utilizes the services of an outside contractor for all school wide events. At times depending on the number of families in need of translation, we also utilize parent volunteers and school staff for these events. In addition, school staff are used to communicate with families if need via phone communication. The staff is also aware of and has utilized the phone translation services provided by the DOE, which is facilitated through support from the Parent Coordinator.

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

The school provides each family with a copy of the Bill of Parents Rights and Responsibilities in September. Signs are posted in the Lobby and the main hallway indicating that translation services are available. Translation services are made available at meetings, workshops and school-wide events. The parent coordinator works in concert with parents to ensure that appropriate translation services are provided for families who need to contact the school administration. These services include phone translation services and school staff providing translation as needed. When a language spoken by a student's family is not indicated on the DOE website, the parent coordinator reaches out to the translation unit for support.