

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

27Q317

School Name:

WATERSIDE CHILDREN'S STUDIO SCHOOL

Principal:

DANA GERENDASI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 27Q317
School Type: Public School Grades Served: Pre-K – 5th
School Address: 190 Beach 110th Rockaway Park, NY 11694
Phone Number: 718-634-1344 Fax: 718-634-3884
School Contact Person: Dana Gerendasi Email Address: dgerendasi@schools.nyc.gov
Principal: Dana Gerendasi
UFT Chapter Leader: Denise Getchius
Parents' Association President: Lay-Tasha Gregory
SLT Chairperson: Dolores Burns
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
82-01 Rockaway Blvd.
Superintendent's Office Address: Ozone Park, NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- 1) List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- 2) SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- 3) The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dana Gerendasi	*Principal or Designee	
Denise Getchius	*UFT Chapter Leader or Designee	
Lay-Tasha Gregory	*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	
Dolores Burns	Member/ Parent	
Daniella Torres	Member/Parent	
Shannon Costin	Member/Parent	
Carolina Cohen	Member/ Parent	
Melanie Meyerson	Member/ UFT	
Kristin Jordan	Member/ UFT	
Corinne Dubensky	Member/ UFT	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1)	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2)	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3)	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4)	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5)	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6)	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- 1) Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- 2) School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 3) Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- 7) **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- 8) **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- 9) **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- 10) **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- 11) **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. At the Waterside Children's Studio School, our mission is to provide a safe and nurturing learning environment where creativity and artistic expression are integral to the academic and emotional success of every child. Through music, drama, visual arts, film, technology, writing and dance, our rigorous and progressive curriculum will empower ALL of our children to grow academically, creatively and socially. They will acquire the critical thinking, personal integrity and self-esteem that go beyond the classroom walls. As a community, we will take pride and ownership of our school and celebrate all of our accomplishments.

The programs and partnerships that drive our instruction are as follows:

- Teachers College Reading and Writing Project for Pre-K – 5th Grade
- ICT Coaching through Goldmansour and Rutherford
- Schoolwide Enrichment Model (SEM)
- Go Math
- Strong arts based elementary School offering visual art, music, band, drama and dance
- Building Blocks Math for Pre-K through Making Pre-K Count Bank Street
- Kids in the Game – Recess Program
- PBIS

Art Partnerships

- Young Audiences
- Creative Arts Team
- NYC Ballet
- Guggenheim Museum

2. School Strengths/Accomplishments

- Meeting Target for student progress, student achievement and closing the achievement gap
- Exceeding Target in School Environment
- Scored a Proficient with Well Developed features on the last Quality Review
- Status of Good Standing for State Accountability
- Strong collaboration amongst the staff grade level and school wide
- Ongoing parent engagement opportunities

Challenges

- Although our students are making progress with the CCLS, we are still below the city average when it comes to proficiency in ELA and Math according the NYS Testing results. In grades 3-5, only 22% of our students in ELA and 24% of our students in math are proficient.

3. Area of Growth

Math – Our median adjusted growth was 79.5 while our schools lowest third was 82.5.

Area of Focus

ELA – Although we have made significant growth in ELA, it is a focus for this year. 67% of students made progress with 76% of our lowest third showing growth. However, only 22% of students scored

proficient on the ELA exam.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- 1) Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- 2) Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to last year’s data in Domain 3B, overall average scores include: 1 teacher with an Ineffective rating, 14 teachers with a Developing rating, and 11 teachers with an Effective rating. As per next steps from our QR, we have implemented very structured inter-visitations and feedback forms that will showcase best practices in the area 3b . As a school community, we have offered and will continue to offer the teachers opportunities to grow in domain 3b. This will be done through various Monday study groups, TC staff developers, TC calendar days, CFN 204 support and classroom inter-visitations to observe best practices.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 30% of teachers will have made progress in domain 3b: Questioning and Discussion Techniques of the Danielson Framework as measured by classroom observations as documented in Teachboost and Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1) Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3) Strategies to increase parent involvement and engagement 4) Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will be a part of differentiated weekly professional development through Marvelous Monday’s collaborative PD study groups. 3b will be a selection that is offered in every cycle to teachers if they would like to choose it. Teachers will also receive PD support with this domain through Teachers College Reading and Writing project through our staff developers, calendar days and leadership specialty groups. All teachers will be observed through the Danielson Framework with immediate feedback and supports put in place towards mastery of 3b	All teachers	September 2014– June 2015	Administration, PD committee, students and teachers

Rtl STAR period (tier 2) Reading for students who are in the lowest third and overage (holdover) , ICT classes, SETTS, ESL (push in), AIS (tier 3), Math AIS and Inquiry, Enrichment Clusters through the Schoolwide Enrichment Model , Imagine Learning, iReady for ELA and Math, PBIS, at risk counseling, and crisis counseling, ESL afterschool, and academic afterschool for students in grades 3-5	All teachers	September 2014 – June 2015	Administration, students, parents and teachers
Parent workshops on specific topics, Family Friday, monthly PTA meetings, monthly SLT meeting, trips, parent book clubs, parent conferences, and open school nights.	Parents/families and students	September 2014 – June 2015	Parents, students, teachers and admin
Activities done in the element of Trust <ul style="list-style-type: none"> • Collaborative Monday PD cycles • Observations through Danielson • Teacher’s College Reading and Writing Project School • Admin- teacher <u>trust</u> through 1:1 feedback support and open door policy between administration and teachers • <u>Student – teacher trust</u> where students are not afraid to take risks being part of high leveled discussions and answering higher order questions. 	All teachers, students	September 2014 - June 2015	Administration , TC staff developers, teachers, and students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

TC staff development and units of study, Teachboost, Monday PD Cycles, per session funds, per diem so that teachers can attend PD, post observation conferences (if needed), and teacher inter-visitations during the school day, instructional supplies, and ESL support.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic	X	Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1) After the first cycle of observations are complete, administration will meet to see how 3B is progressing with all teachers and action plans (if needed) will be completed and put in place

2) September 2014 – February 2015

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- 3) Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- 4) Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on feedback and surveys from teachers, they have expressed a continued need to deepen their learning in content specific areas. Due to this, a PD plan has been developed to differentiate support. As per the QR, our next steps were to use teacher teams to impact school-wide practice. Teacher teams will bring their grade team learning to our vertically grouped Monday PD Study Groups.

As a school community, we have always offered our teachers and students a supportive learning environment. Teachers have always had an opportunity to be a part of at least 45 hours of PD per year through Teacher’s College, monthly PD cycles, math support through Metamorphosis, ICT support through Goldmansour and Rutherford and CFN 204.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, a comprehensive Professional Development Plan will be implemented that includes a minimum of 50 hours of professional development per teacher focusing around developing content knowledge and enhancing pedagogical practices leading to student achievement as measured by PD attendance logs, Teacher’s College Admission Tickets, and classroom observations documented in Teachboost and Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5) Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7) Strategies to increase parent involvement and engagement 8) Activities that address the Capacity Framework element of Trust 			
<p>Teachers will be a part of differentiated weekly professional development through Marvelous Monday’s collaborative PD study groups. PD committee will meet before each cycle of PD to come up with topics and study groups based on teacher need. Choices are sent out to teachers via Google Survey and teachers can then choose which study group would meet their professional learning needs. As a Teacher’s College Reading and</p>	<p>All teachers</p>	<p>September 2014 – June 2015</p>	<p>PD committee, admin, and teachers</p>

Writing Project school, teachers will also work collaboratively with staff developers to form study groups that will best meet the learning needs of the teachers vertically and by grade.			
RtI STAR period (tier 2), ICT classes, SETTS, ESL (push in), AIS (tier 3), Math AIS and Inquiry, Enrichment Clusters through the Schoolwide Enrichment Model, Imagine Learning, iReady for ELA and Math, PBIS, at risk counseling, and crisis counseling, ESL afterschool, and academic afterschool for students in grades 3-5.	Students	September 2014 – June 2015	Admin, students and teachers
Parent workshops on specific topics, Family Friday, monthly PTA meetings, monthly SLT meeting, trips, parent book clubs, parent conferences, and open school nights.	Parents/Families and students	September 2014 – June 2015	Parents/families, students, teachers, and admin
<ul style="list-style-type: none"> • Collaborative Monday PD cycles • Observations through Danielson • Teacher’s College Reading and Writing Project School • Teacher – Admin trust through 1:1 feedback support and open door policy between administration and teachers • Student – teacher trust where students are not afraid to take risks being part of high leveled discussions and answering higher order questions. 	All teachers	September 2014 – June 2015	Admin, TC staff developers, teachers, students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
TC staff development and units of study, Teachboost, Monday PD Cycles, per session for Cabinet and Core Inquiry Team, per diem so that teachers can attend PD, post observation conferences (if needed), and teacher inter-visitations during the school day, and ESL support.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
4) <u>In February 2015, the PD Committee will email a survey to the teachers to get feedback to see they feel our PD cycle study groups are going. We can then formulate glows and grows of our PD process and make changes as needed.</u>				
5) <u>September 2014 – February 2015</u>				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- 5) Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- 6) Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a continuation to previous work done in using the TC continuum and collaboratively planned rubrics, there still exists a need to fine tune and deepen teacher’s knowledge in this area. As per the QR, we need to improve on teachers working together to check understanding at the end of each lesson and make adjustments. Teachers use their planning time to modify and make adjustment to each unit of study and lesson based on the results of assessments given to the students so that teachers can meet the needs of all students.

As a school community, we have always collaboratively planned out each unit and all the resources that align with the unit. Rubrics and the TC continuum are resources that we are always looking to improve in to hold our students to the highest academic expectations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will continue to share a common set of beliefs about how students learn best through ongoing professional learning opportunities and study groups. They will be aligned to curricula in order to meet the needs of our learners reflected in student work products that demonstrate 50% growth towards proficiency as measured by a collaboratively planned rubric and the Teachers College Reading and Writing Project Writing Continuum.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 9) Research-based instructional programs, professional development, and/or systems and structures needed to impact change 10) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 11) Strategies to increase parent involvement and engagement 12) Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher teams will engage in inquiry to collaboratively analyze student work to adjust teaching practice and instructional planning as well as collaboratively plan Common Core-aligned units with key instructional practices. Teams will examine student work and data to understand gaps in student knowledge or skills and inform the revision of their instructional units.	All teachers	September 2014 – June 2015	Admin and teachers

Teachers will be a part of differentiated weekly professional development through Marvelous Monday’s collaborative PD study groups. All teachers will be observed through the Danielson Framework with immediate feedback (through Teachboost and Advance) with PD suggestions and immediate support put in place			
Rtl STAR period (tier 2), ICT classes, SETTS, ESL (push in), AIS (tier 3), Math AIS and Inquiry, Enrichment Clusters through the Schoolwide Enrichment Model , Imagine Learning, iReady for ELA and Math, PBIS, at risk counseling, and crisis counseling, ESL afterschool, and academic afterschool for students in grades 3-5.	Students and teachers	September 2014 – June 2015	Admin, students and teachers
Parent workshops on specific topics, Family Friday, monthly PTA meetings, monthly SLT meeting, trips, parent book clubs, parent conferences, and open school nights.	Parents/Families and students	September 2014 – June 2015	Parents/families, students, teachers, and admin
<u>Activities that address the Capacity Framework element of Trust</u> <ul style="list-style-type: none"> • Collaborative Monday PD cycles • Core (vertical) Inquiry Team and Grade Level Inquiry Team • Instructional Cabinet (grade team leaders) • Grade teams • Observations through Danielson • Teacher’s College Reading and Writing Project School • <u>Teacher – Admin trust</u> through 1:1 feedback support and open door policy between administration and teachers • <u>Student – teacher trust</u> where students are not afraid to take risks being part of high leveled discussions and answering higher order questions. 	All teachers	September 2014 – June 2015	Admin, students and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
TC staff development and units of study, Teachboost, Monday PD Cycles, per session for Cabinet and Core Inquiry Team, per diem so that teachers can attend PD, post observation conferences (if needed), and teacher inter-visitations during the school day, and ESL support.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.
12) In December 2014 and February 2015, student work will be looked at with the rubric and TC continuum to analyze progress made towards proficiency. This work will be done with grade teams and administration on

Tuesdays.

13) September 2014 – February 2015

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

X

Yes

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| <p>7) Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</p> <p>8) Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</p> |
|---|

After surveying the staff, all teachers will participate in some form of leadership capacity throughout the school year. This will take place either with facilitation of a study group during Marvelous Mondays, core inquiry team, instructional cabinet, PD committee, behavior team, mentoring and/or special education team. As per the QR, we needed to refine systems for teacher leadership development opportunities to support distributed leadership and build teacher leaders to support school decision making. As a school we offer leadership opportunities for all teachers to ensure distributive leadership.

Our school has a history of supporting future leaders through mentoring and offering opportunities for all teachers to develop their leadership practice through committees, facilitation, grade leadership, modeling, and shadowing.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
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<p>By June 2015, 100% of teachers will actively share their expertise with colleagues during weekly PD sessions, Inquiry team and Instructional Cabinet. The effectiveness of this can be measured by feedback sheets, resources created during study groups and as evidenced through teacher observations.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>13) Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>14) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>15) Strategies to increase parent involvement and engagement</p> <p>16) Activities that address the Capacity Framework element of Trust</p>			
<p>PD committee put in place to meet before each cycle of PD to come up with topics and study groups based on teacher need. Choices are sent out to teachers via Google Survey and teachers can choose which study group would meet their professional needs. Teachers will have an opportunity to sign up for PD cycles that they wish to facilitate. Leadership is also built in through the</p>	<p>All teachers</p>	<p>September 2014 – June 2015</p>	<p>PD committee, admin, and teachers</p>

Instructional Cabinet made up of grade team leaders, Core Inquiry Team and the Special Education coordinators.			
Rtl STAR period (tier 2), ICT classes, SETTS, ESL (push in), AIS (tier 3), Math AIS and Inquiry, Enrichment Clusters through the Schoolwide Enrichment Model , Imagine Learning, iReady for ELA and Math, PBIS, at risk counseling, and crisis counseling, ESL afterschool, and academic afterschool for students in grades 3-5.	Students and teachers	September 2014 – June 2015	Admin, students and teachers
Parent workshops on specific topics, Family Friday, monthly PTA meetings, monthly SLT meeting, trips, parent book clubs, parent conferences, and open school nights.	Parents/Families and students	September 2014 – June 2015	Parents/families, students, teachers, and admin
Activities that address the Capacity Framework element of Trust <ul style="list-style-type: none"> • Collaborative Monday PD cycles • Core (vertical) Inquiry Team and Grade Level Inquiry Team • Instructional Cabinet (grade team leaders) • Grade teams • Observations through Danielson • <u>Teacher – Admin trust</u> through 1:1 feedback support and open door policy between administration and teachers • <u>Student – teacher trust</u> where students are not afraid to take risks being part of high leveled discussions and answering higher order questions. 	All teachers	September 2014 – June 2015	Admin, students and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
TC staff development and units of study, Teachboost, Monday PD Cycles, per session for Cabinet and Core Inquiry Team, per diem so that teachers can attend PD, post observation conferences (if needed), and teacher inter-visitations during the school day, and ESL support.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
4)									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
9) <u>In February 2015, the PD Committee will email a survey to the teachers for feedback of our PD cycle study groups. We will track who has not facilitated a study group session or has not had a leadership opportunity yet in our school.</u>				
10) <u>September 2014 – February 2015</u>				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- 11) Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- 12) Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Historically, the P.S. 317 community has always had a need to increase parent involvement since its inception and post Hurricane Sandy. Although, we have shown tremendous improvement year after year, there is always a need to increase parent involvement. As per the QR, we need to formalize our grading policy that will inform our parents and students through monthly progress reports sent home.

We offer our parents many ways that they can be involved in their child’s learning that will allow us to build a strong school/family partnership. Events include, workshops, festivals (Winter Art, Spring Arts and end of year Dance), showcases, Family Friday’s, PTA events, parent/teacher conferences, culminating activities through residencies, field trips and fundraisers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, on average, 85% of parents/guardians will attend at least THREE school events as documented with sign-in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 17) Research-based instructional programs, professional development, and/or systems and structures needed to impact change 18) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 19) Strategies to increase parent involvement and engagement 20) Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Family Fridays – first Friday of every month where parents work collaboratively with their children and teachers in their classrooms on a specific theme for the month. Winter and Spring Arts Festivals offered in December and May as well as our Enrichment Showcase celebrating each cycle of our Enrichment Clusters through the Schoolwide Enrichment Model (SEM). Family workshops – offered to parents every other	Parents/guardians and students	September 2014- June 2015	Admin, parent coordinator and teachers

month where parents can learn how to help their child at home and in school encouraging a strong school and parent partnership. Workshops are taught by teachers and administration. Open school night and parent conferences – offered in September, November, March and May.			
RtI STAR period (tier 2), ICT classes, SETTS, ESL (push in), AIS (tier 3), Math AIS and Inquiry, Enrichment Clusters through the Schoolwide Enrichment Model, Imagine Learning, iReady for ELA and Math, PBIS, at risk counseling, and crisis counseling, ESL afterschool, and academic afterschool for students in grades 3-5. We send home monthly progress reports with our formalized grading policy so that the school continuously communicates how their child is doing in school and can reference the grading policy to check if their child is on, below or above grade level in the various subjects.	Parents/guardians and students	September 2014- June 2015	Admin, parent coordinator and teachers
Please see above plan in box #17.	Parents /guardians and students	September 2014- June 2015	Admin, parent coordinator and teachers
<p><u>Activities that address the Capacity Framework element of Trust</u></p> <ul style="list-style-type: none"> • <u>Family – Staff Trust</u> – There is respect, personal regard, assumed competence, and integrity; and all parties value and respect each other • <u>Student – teacher trust</u> where students are not afraid to take risks. 	Parents/guardians and students	September 2014- June 2015	Admin, parent coordinator and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Supplies for festivals and clusters, scheduling of events, units of study in all core subject areas, website, School Messenger, and Facebook to announce events, per session and per diem offered so that teachers can set up for after school festivals, per session funds for ESL parent workshops.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. <p>21) <u>By February 2015, we will analyze sign in sheets and discuss with teachers which parents have not attended any school events, meetings or conferences. Administration, the Parent Coordinator and/or Classroom Teacher will begin to reach out to those specific families.</u></p> <p>22) <u>September 2014 – February 2015</u></p>
Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ol style="list-style-type: none"> 1) Fountas and Pinnell Benchmark Assessment through running records 2) Ongoing reading assessment after each cycle of STAR Rtl with LLI 3) On Demand Writing Pieces with Continuum and grade designed rubric. 4) Observations and small groups 	<ol style="list-style-type: none"> 1) Leveled Literacy Intervention LLI 2) Fountas and Pinnell Guided Reading 3) Wilson Foundations, Words Their Way and Month by Month Phonics 4) Academic after school program using Common Core Coach, New York Ready and 5) Teachers College Reading and Writing Project Writing Continuum 	<ol style="list-style-type: none"> 1) Rtl – STAR period (Tier 2 groups on each grade) 2) AIS teacher for Tier 2 and 3 Intervention 3) Small group instruction in class 4) One to one conferring 5) Differentiated materials 	<ol style="list-style-type: none"> 1) Tier 1 groups – with the classroom teacher during the school day 2) Tier 2 groups – STAR period and AIS teacher during the school day 3) Tier 3 groups – AIS teacher during the school day 4) After school program groups for grade 3-5 and ELL's
Mathematics	<ol style="list-style-type: none"> 1) End of year math assessments combined with beginning of the year math 2) Unit Math Assessment 3) Math centers 4) Observations 	<ol style="list-style-type: none"> 1) Go Math – Differentiated Tasks and Assignments 2) Exemplars 3) Academic After school 	<ol style="list-style-type: none"> 1) Small group instruction 2) Academic After School Wednesday and Thursday 3) Departmentalized Math for 5th Grade 4) AIS with Ms. Kris Tier 3 5) 3rd Grade STAR 	<ol style="list-style-type: none"> 1) Small groups during the school day 2) Afterschool program groups

	and small groups	program using Common Core Coach, New York Ready and iReady for grades 3, 4, and 5	period 6) One to one conferring 7) Differentiated materials	
Science	1) Student work products 2) Observations	1) Foss 2) Coach 3) Common Core Library	1) Differentiated materials 2) Small group instruction 3) One to one conferring	School day instruction
Social Studies	1) Student work products 2) Observations	1) Common Core Library 2) Leveled Social Studies books	1) Differentiated materials 2) Small group instruction 3) One to one conferring	School day instruction
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	1) Behavior Plans 2) At Risk Behavior 3) Assessment of Lagging Skills and Unsolved Problems – Plan B 4) LST – Name referred to Learning Support Team 5) Anecdotal and observations from teacher with classroom interventions attempted/mastered and not mastered.	Intervention (topic appropriate) books	1) Small groups during the school day – different focuses for different groups 2) One on one during the day 3) Both small group and individual sessions listed above will be intervention provided to students focusing on social and emotional coping skill, feelings, character education, and career awareness 4) Crisis intervention Superhero Enrichment Cluster	School day 1) After school Basketball/Drama/ Visual Art program to begin in March 2) Band – All year

Section 7: Title I Program Information

Directions:

- 3) All schools must indicate their Title I status in Part 1
- 4) All elements of the *All Title I Schools* section must be completed in Part 2
- 5) All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- 6) All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- 7) If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- 8) For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

- Hiring Committee comprised of teachers and administration – Applicants must do a writing sample, bring a portfolio for the interview, look at student work and give immediate feedback and a demonstration lesson.
- New Teachers are assigned a school based mentor. Mentors have been trained by The New Teacher Center. Mentors model demo lessons, provide 1:1 feedback, support with classroom environment and help with writing lesson plans.
- School wide professional development plan through our Marvelous Monday's – Collaborative study groups are organized by interest and we will have 5 cycles for this school year with the last day of the cycle being whole school share out.

2b. High Quality and Ongoing Professional Development

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

WCSS Professional Development Plan

General PD Offerings

- Marvelous Monday's differentiated PD
- TC Staff Developers
- TC Calendar Days (35 days)
- TC Leadership and Specialty Groups
- ICT Coaching for ICT classrooms, ESL and SETTS teacher (to learn the push in model) through Goldmansour and Rutherford
- CFN 204 offering in math, special education and leadership development
- Ongoing Math support through Go Math PD and CFN 204
- Bi-Monthly grade team meetings with administration
- WCSS share site – teachers and admin who attend calendar days must post notes from the day here.
- Google Docs – Curriculum Maps and additional resources
- Putting in place the reading and writing continuum – will be put on PD survey
- Walkthroughs, feedback (Danielson Framework) and observations will help determine next steps for teacher's learning – which will reflect teachers individual PD plan
- New Teacher/Struggling Teacher PD Plan with mentor support
- Inter-visitations to classrooms with a specific lens
- Literacy coach will work with the teacher(s) to ensure that best practices are being used

- IEP teacher/coordinators will work with special education teachers who need support with working with students who have special needs
- PD action plan with administration (if needed)

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

- Open House for parents interested in Kindergarten
- Pre-K Curriculum Maps shared whole school via Google Docs with collaborative feedback
- School year kickoff in August where all teachers and parents gather at the school to do fun activities and to meet teachers and students
- Pre-K teachers and paras are vertically grouped in with other grades for our Marvelous Monday’s PD study groups
- Workshops for parents – Getting your child ready for Kindergarten
- In June, time is set aside for teachers of previous grades to meet with teachers of future grades to pass over cumulative portfolio, records and to discuss students strengths and next steps including what support services they need or are going to need

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- MOSL committee
- PD committee
- Inquiry Team
- Grade Team meetings
- Instructional Cabinet

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 (CEP) 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	\$194,146	X	10, 12, 14, 17, 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$33,299	X	10, 12, 14, 17, 20
Title III, Part A	Federal	\$11,200	X	10, 12, 14, 17, 20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,464,119	X	10, 12, 14, 17, 20

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:

- 8) 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.

- 9) 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:

- 10) **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).
- 11) **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.
- 12) **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- 13) **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.
- 14) **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.
- 15) **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:

- 16) **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.
- 17) **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.
- 18) **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- 19) **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Waterside Children's Studio School, P.S. 317**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Waterside Children's Studio School, P.S. 317** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

The Waterside Children's Studio School, P.S. 317, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 47
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The title III plan is designed to service all ELLs, regardless of grade or proficiency level. Morning programs during our STAR period Monday - Friday from 8:00 - 8:40 are for newcomers/beginners with the lowest Lab-R/NYSITELL/NYSESLAT raw scores (12 students in this group). Based on the data, ELLs will receive content specific instruction. After initial assessments, the newcomer STAR program will begin in October and continue the last week of school in June. This program provides basic language instruction for non speakers of English. The group is comprised of SIFE students and those with limited proficiency in their native language. Modifications are made to their general curriculum based on second language ability. During this time, students are taught via guided reading groups for ELLs with pre-emergent or below grade reading levels as well as Fountas and Pinnell Leveled Literacy Intervention Program (LLI). The instruction focuses on content rich vocabulary and fluency, as well as grammar mechanics. We are currently working with Level Literacy Intervention materials and the Scholastic Guided Reading program. Picture dictionaries, tape recorders, listening centers, large print books, and manipulatives are readily accesible to all the students. Periodic assessments are given throughout the newcomer STAR program to check reading levels as well as oral and writing proficiency. There is an ESL afterschool program for all ELLs on Fridays (2:20 p.m.-3:45 p.m.). The program is open to all current and former (ELLs who achieved NYSESLAT proficiency within the past two years) ELLs in grades K-5. All subgroups (SIFE, SWD, long-term ELLs, newcomers, etc.) are included in the afterschool program. Recent studies have shown that these particular student groups need more supplemental instruction in social and academic language development. All ELLs take part in NYSESLAT preparation, working to improve proficiency in all modalities-reading, writing, speaking and listening. ELLs take part in small group instruction, guided reading, interactive writing activites, one on one conferences and engage in grammar-related tasks that correspond to the common core language standards. Resources that are used include Engage NY for reading comprehension, Imagine Learning, Empire State NYSESLAT practice books, listening centers, and additional small group activities that target oral language development (accountable talk, socratic circle, etc.). Instruction in all title III programs are in English and given by our certified ESL teacher. The program runs from the second week in November to the week before the NYSESLAT is administered, which occurs in April.

Additionally, on Wednesday and Thursday from December-April from 2:20 - 4:00, we run an academic after school program for grades 3, 4 and 5. Students who are current and former ELL's (ELLs who achieved NYSESLAT proficiency within the past two years) work with the ESL teacher to teach them test sophistication strategies as they have to take the NYS ELA and Math exams. For all ELLs in 3rd, 4th and 5th grade academic prep, there are 17. There are 9 former ELLs in the program as well. Materials that we use for this program are iReady, New York Ready, Imagine Learning and Coach.

Part C: Professional Development

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

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

Begin description here: There are various professional development opportunities for our certified ESL teacher. Teachers will be a part of ESL study groups through our Marvelous Monday PD cycle. Twice a year, there is a full day (8:30am-3:00pm) Teacher's College workshop that addresses the writing and reading challenges facing ELLs in general education classrooms and how to scaffold and differentiate instruction within the TC curriculum across all grades. Every month, the Children's First Network (204) holds an ESL meeting, from 8:30am-11:30am, for all ESL teachers/administrators. These meetings also address difficulties ELLs face in each modality-reading, writing, listening and speaking. They are tailored to address specific issues by school, as well as, train teachers and administrators to run and maintain an effective ESL program. Compliance issues are also discussed during these meetings. The Department of Education's Office of ELLs hold monthly workshops that cover a wide range of topics, as well as, introduce new, innovative programs that benefit our growing population of ELLs. These workshops are full day workshops (8:30am-3:00pm). Schedule permitting, our certified ESL teacher will be sent to one of these workshops bi-monthly. The ESL teacher will also receive PD 2 -3 times in the year through Goldmansour and Rutherford on how to incorporate station teaching within a push in model in my ESL classrooms.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are an integral part of the learning process, especially in second language acquisition. Every month, we will hold a parent workshop for parents of ELLs to cover any range of topics. Currently, the topics that will be addressed are: motivating ELLs by reading to them in both their native and second language, writing strategies that both parent and child can use in their daily lives, how to become an active and willing participant in the school community and how to prepare our students for the state exams. It will rotate accordingly. The second and fourth Tuesday of every month (2:30pm-3:30pm), a portion of our parent workshops will include an abbreviated ESL adult class. Parents of ELLs will take the place of their children and become students, learning many facets of American culture and to navigate through daily routines, learn commands and steps. This will develop a better understanding of what our ELLs are learning in school and a better relationship between the parent, the student and overall, the school. Parents will be notified a week before the workshop through letters being sent home and phone calls. Special requests by parents who speak language other than Spanish are fulfilled by the ESL teacher through our relationship with the Translation & Interpretation Unit. We also have community members who are certified in providing language services to our parents of speakers of languages other than Spanish (Polish, Bengali, Russian, Arabic). Our certified ESL teacher

Part D: Parental Engagement Activities

will run the workshops, along with our bilingual parent coordinator. All communication to our parents are sent in their preferred language. The workshops will be held monthly until the end of the school year. Parents will be notified about the program in their native language translated by staff members and the DOE translation unit.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

B. ELL Years of Service and Programs

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

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

	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	41	0	0	8	0	0	0	0	0	49

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	41	0	0	8	0	0	0	0	0	49
Number of ELLs who have an alternate placement paraprofessional: <u>0</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	9	8	9	3	7	3								39
Chinese														0
Russian														0
Bengali		1			1									2
Urdu														0
Arabic	2	1	2											5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	2												3
Albanian														0
Other														0
TOTAL	12	12	11	3	8	3	0	49						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1	2	0	2	2								10
Intermediate(I)	0	4	3	1	2	0								10
Advanced (A)	9	7	6	2	4	1								29
Total	12	12	11	3	8	3	0	0	0	0	0	0	0	49

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2			1				3
8									0

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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
The school uses Teacher's College Reading and Writing Project (TCRWP). Currently, ELLs have achieved an advanced level or higher of listening and speaking in English. Improvements must be made in reading and writing in English. With TCRWP, the focus will be placed on developing better readers and writers. We are utilizing Fountas & Pinnell Leveled Literacy Instruction for RTI, guided

reading, Month by Month , Foundations for newcomers, Expeditionary Learning (in conjunction with our social studies curriculum with grades 3-5) and Words their Way for word study. For math, we are using Go Math and have focused our extended day periods on Go Math RTI. This will provide teachers with insight as to what skills do ELLs need to master, how to group ELLs accordingly and what instructional practices are best to address various skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As mentioned earlier, students are having difficulty when it comes to reading and writing. Our incoming Kindergarten ELLs are mostly advanced due to attending Pre-K the previous year. Across all grades, our beginners are students who are new to the country, let alone a structured school system. Most of our ELLs made improvements in overall proficiency, moving up at least one level. There is still minimal progress in reading and writing sections, which were changed on the 2013 NYSESLAT exam.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The patterns presented by the NYSESLAT data show that there should be more focus on reading and writing. Reading and writing workshops will be the most effective when strategies are introduced and reinforced as often as possible. Fortunately, there is a reading workshop and a writing workshop in the ELLs daily schedule. The ESL teacher provides additional support during these workshops, whether it's reinforcing how to make a prediction or learning to write an outline for an essay. The general education teacher, ESL teacher, principal, assistant principal and any related service provider are involved in all instructional decisions. Decisions are based on analyzing the trends seen on all ELL testing results, including the NYSESLAT and other state exams.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. All ELLs took the state exams in English. Translated exams were made available to all newcomers in the testing grades. Most ELLs who are currently in testing grades are advanced students so there is no variance in proficiency levels. Half of the students scored a level 1 on the state ELA and math exams, with a small number of students scoring a level 3 or above. Language was an obvious factor in the ELA assessment due to their years of service in ESL. We must also take into account the new structure of the state exams this year. The trend suggest that reading and writing in English are the most difficult aspects of the language to grasp, regardless of proficiency level or grade.
 - b. During grade level team meetings, school leadership and teachers are given the results of the ELL periodic assessment. Teachers adapt their instructional strategies and methods to address any issues ELLs may have.
 - c. The Periodic Assessments reveal that ELLs need to improve in reading and writing. Freestanding ESL is the only program available but the ESL teacher provides native language support (only in Spanish and when needed) through translation or other means.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#))
Based on benchmark assessments (running records), language assessments, NYSESLAT/Lab-R data and home language studies, ELLs are grouped accordingly. It is the role of the ESL teacher to clarify the needs of the ELLs, assist with culturally responsive assessment practices and provide language support to build background knowledge. Teachers select culturally appropriate texts to engage the student and build real life connections. For math, we provide Go Math RTI with emphasis on math terminology for ELLs. I-Ready and Imagine Learning are also used as RTI tools.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers provide second language development through visual support for all content areas, classroom labels, differentiated reading groups, small group instruction, station teaching. In some ICT classrooms, paraprofessionals play a role in keeping the students on task. When relating to ELLs culturally, we review the home language survey and any pertaining notes of the parents' interviews to help ELLs feel comfortable around their new surroundings. Whenever possible, teachers pull materials that relate to the ELLs' upbringing in their native countries. All classrooms are labeled, visual supports for regular classroom routines are present and most ELLs are paired with a native English speaker during the first weeks of school to further acclimate themselves into the school culture.
7. For dual language programs, answer the following:
 - 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?

There is no dual language program at this school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELL programs are evaluated through the NYSESLAT Data, the NYS exams, the student's individual success in all content areas (progress reports and report cards) and informal assessments from the ESL instructor. Also, running records, on-demand writing assessments, individual conferences with each student, test and quizzes in all content areas all help the staff determine the success of the ESL program and, most importantly, the ELLs themselves.

Part IV: ELL Identification Process

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

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](#).)
Upon entering the NYC public school system, students and their parents are administered the Home Language Identification Survey (HLIS) by a licensed pedagogue. The pupil accounting secretary cannot give the home language interview. The responses from the survey, coupled with an informal interview, conducted by a trained pedagogue, will determine whether the student should be given the LAB-R exam. The LAB-R should be administered within the first ten (10) days of admittance into the school system. If the student is a native Spanish speaker and cannot take the Lab-R, they will be given the Spanish Lab. The Spanish Lab exam is administered to determine their proficiency in their native language. These results are used if and when a parent chooses the TBE program for their child. The results of the LAB-R will indicate whether or not the student will be placed in a language program. When a student is placed in a language program, that student is administered the New York State English as a Second Language Assessment Test (NYSESLAT) every spring. The ESL teacher is responsible for administering all formal and informal assessments of ELLs and potential ELLs.
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.
If the student is identified as an English Language Learner based on their LAB-R results, their parents are invited to attend a parent orientation through letters being sent home or phone calls made by the parent coordinator or the ESL teacher no later than five days after testing results are determined. Once the parent has been reached and attends the orientation, the student is permanently placed in their parent's program choice within one day. Based on enrollment of newcomers, coupled with LAB-R results, parent orientations are held once or twice a month.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
All letters pertaining to ESL status, whether they are entitlement, continued entitlement or transitional, are sent out to the parents within the first 10 days of school. All copies are maintained in a secure location within the resource room. Entitlement letters are sent out to the parents once students are identified as English Language Learners. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the parent orientation, parents are given brochures and visual information about the three program choices for ESL, provided by the New York City Department of Education. After the parent orientation concludes, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child. All parent selection forms are also kept in the same secure location within the resource room. Starting this year, all copies are kept in the ELLs' cumulative folders.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Students are placed in the program their parents have chosen based on the survey filled out at the parent orientation. Their first choices are honored and the child is automatically placed in their chosen program. The programs offered at the school are based on parent preference. Parents are invited to a monthly meeting that address any questions and concerns about the ESL program, as well as receive information about their child's process in their selected program. Also, parents are invited to contact the ESL teacher with any questions or concerns. If communication in English is not possible, an interpreter will be provided for that parent in their native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher, along with a general education teacher, administer the speaking section at the beginning of the testing window. All ELLs are administered the speaking section of the NYSESLAT before the other sections are given. After all ELLs are tested, the ESL teacher administers the listening section by grade band, followed by the reading and the writing sections, in that specific order. The final week is used for make-ups in the event that an ELL has missed any parts of the exam. No student will be administered more than one section of the NYSESLAT in one day.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Given that the Waterside Children's Studio School P.S. 317Q is in its fifth year of existence and the current trend suggest that parents want their children in a freestanding ESL program. The other program choices, Dual Language and Transitional Bilingual, are thoroughly explained during the parent orientation and are made available to them. They understand that these programs are currently not available at this school. If they select one of the other two programs, dual language or transitional bilingual, they are given information as to the steps taken to place their child in their chosen language program. If parents need additional assistance, the ESL teacher, the parent coordinator or any other language staff member will be made available to them. The parent coordinator serves only as an interpreter. All parents have chosen our only program choice, Freestanding ESL. There were 12 students in Kindergarten, 1 student in 2nd grade and 1 student in 4th grade who were identified as ELLs, all of which are currently placed in ESL. If these students do not test at a proficient level on the upcoming NYSESLAT, their parents will receive continued entitlement letters to make them aware that their children are still in an ESL program. Currently, we have a freestanding ESL program. This is due to the current trends we see with our newcomers' parents. Unanimously, parents have opted for their children to be placed in an ESL program. If the current trend changes, we are prepared to implement the other program choices at the school. Parents are made aware of the other ESL programs, Transitional Bilingual (TBE) and Dual Language. If a parent requests the other choices, the ESL teacher will coordinate communication between the parent and the borough's ISC center to locate a school with the appropriate services for their child.

Part V: ELL Programming

A. Programming and Scheduling Information

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Most of the ELLs are placed in one classroom for each grade, which makes pushing in more feasible. The ESL teacher provides 4 periods a week for each grade/class, as well as pull out beginners and intermediate students for additional periods. Students who are at the beginner and intermediate levels are pulled out from reading and/or writing periods to receive language services. Kindergarten, first and second grade have lunch together, while third, fourth and fifth grade have lunch together during the fifth period. The ESL teacher is provided with the school prep schedule, as well as individual class schedules to create an ESL schedule that will best accommodate the students and the teachers. This insures that all ELLs receive their mandated instructional minutes. Beginners and intermediate ELLs receive 360 minutes of ESL instruction during the week, which equates to seven (7) periods a week. Advanced ELLs receive 180 minutes of ESL instruction during the week, which equates to three and a half (3 1/2) periods a week. The instruction times for ELA (180 minutes) for advanced ELLs are satisfied through their ELA instruction with their general education teacher. For a breakdown on program schedules, please refer to ELL Programs under ELL Demographics.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

For each content area, vocabulary development is a major focus. Dependent upon the content area in which the ESL teacher pushes into, the students will be able to breakdown the actual language of the given text, activity or task of the day and begin with vocabulary. Also, ELLs are given an opportunity to participate in peer tutoring within the classroom. Beginners team up with more advanced ELLs to exchange ideas and reach an understanding of the day's concept(s). Manipulatives are readily available and often used in every content area. Whenever possible, demonstrations of the lesson help ELLs understand and participate in group discussion, eventually guiding them into broader, whole class discussions. Activities where ELLs can move around and interact with other students have been proven to be most effective for ELLs. All ESL instructional approaches and methods are guided by NYS regulations. This school has adopted the Teacher's College Reading and Writing Workshop model, which currently dictates how ELA is delivered in each grade. We are using Go Math to guide our math curriculum for grades K-5. Science and social studies curriculums are guided by scope & sequence. Expeditionary Learning is used in conjunction with our social studies program. The Common Core Learning standards are evident in all curriculum maps and have supplemented instructional strategies. Translation services are provided to our ELLs by the ESL teacher or any other language support staff, in conjunction with content area delivery.

The ESL teacher works in conjunction with the general education in all content areas. The ESL teacher works with a small group of ELLs within the classroom during a given content area lesson/task. The ESL teacher also develops ELL-friendly tasks that addresses the teaching point and helps them reach the goal of the lesson. If and when the school implements a transitional bilingual program, the bilingual teacher will provide all instruction, with assistance from the ESL teacher when students reach more proficiency in English during their third year in the program. This is the same structure in place if and when we implement a dual language program. All assessments, formal and informal, must meet Common Core standards. LLI and guided reading books are also aligned to the Common Core Learning standards.

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

Free standing ESL is the program implemented here at this school. The only assessment given in a student's native language is the Spanish LAB, which is administered by the ESL teacher. She is bilingual and is currently the only person able to assess students in their native language, if it is Spanish or French. Currently, there are no other formal assessments given in the student's native language.

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

All informal and formal assessments are aligned with the Common Core Learning Standards, including language standards. Benchmark assessments, especially running records, are administered periodically. All DOE sanctioned assessments, including the ELL Periodic Assessment, the Lab-R and the NYSESLAT, provide quantitative data on all ELLs second language proficiency. Our software program, Imagine Learning, has a component where students must read and listen to leveled texts. Those reports are generated monthly in order to understand what specific skills still need mastering.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

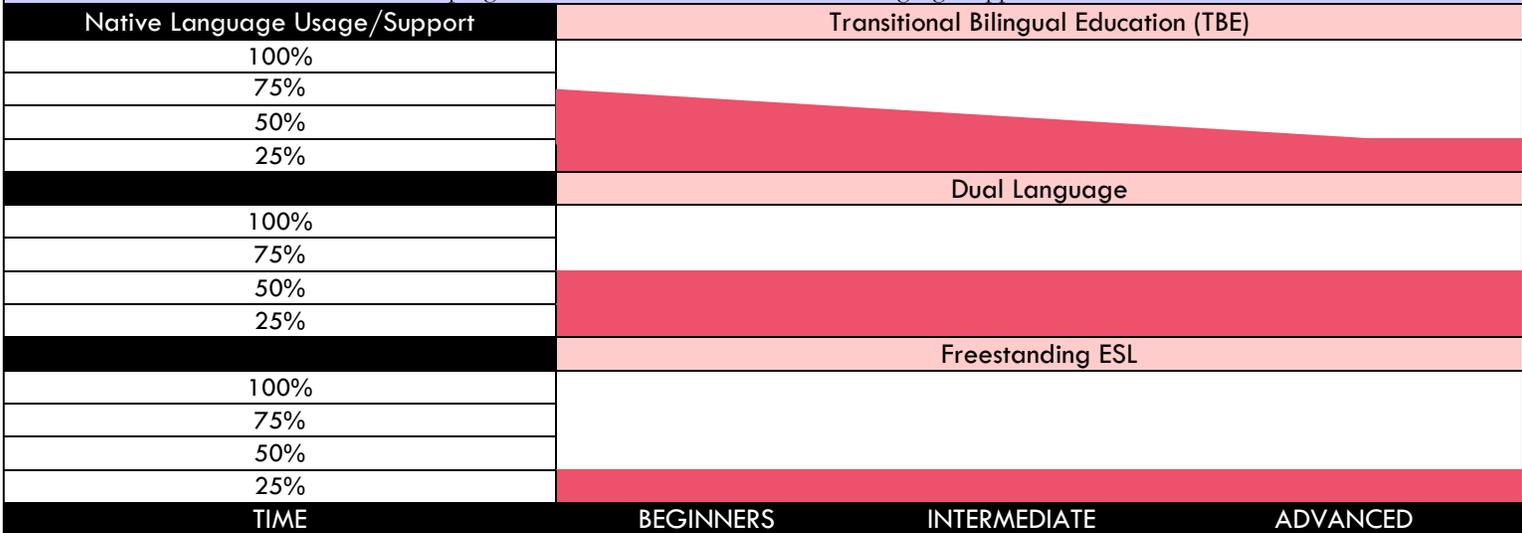
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Currently, the school offers AIS for three weeks, at-risk SETTS for 6 weeks, speech, at-risk guidance. Intervention programs are determined through a process which starts with the teacher completing an intervention form, stating the difficulty (ies) the student is having. It is brought up at a Learning Support Team (LST) meeting where the special education coordinator, the SETTS teacher, the AIS teacher and the School Based Support Team (SBST) discuss the appropriate steps to take and recommend an intervention program. All intervention services are offered in English. The SETTS teacher, guidance counselor and a general education provides these intervention services. After school tutoring is available. RTI is provided during STAR period, using the F&P LLI program. During extended day, we have Go Math RTI, which addresses varied goals in math. The instructional material is available in Spanish for native language support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELA - We use Teachers College Reading and Writing Project. This ELA program allows students to read on their current reading and instructional level by picking just right books. Through the workshop model, teachers have scheduled time to work with small groups of students either through Guided Reading, partner time and/or skill based strategy groups. Students in writing are also able to write on their individual level with paper choice, partner time and startegy groups. Students who are ELLs also receive extra support in ELA through our ESL teacher using the Fountas and Pinnell Leveled Literacy Intervention program. For math, teachers use the Go Math program and it is taught via the workshop model. This program also allows us to offer our ELLs math extended day every Monday and Tuesday so that our students who are struggling can get the extra support through the extended day program. For science, we use the Foss program as it allows for a very hands on interactive science experience. For social studies, we use the Scope and Sequence and our ELA program as our ELA program is 100% aligned to the Common Core Learning Standards which allows social studies to also be embedded into our reading and writing program. Students are constantly assessed through Foutas and Pinnell Benchmark Assessment, Go Math unit assessments, on demand writing assessments pre and post unit, guided reading, Leveled Literacy Intervention, conferring, observations and small strategy groups.
11. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school year, there will be a NYSESLAT prep after school program, in which we will provide additional help in listening, speaking, reading and writing in English. There will be an adult ESL class after school where the parents of ELLs can utilize the language skills acquired in this class to help their children at home. The school will continue their afterschool test prep program for 3rd, 4th and 5th grade. Imagine Learning has been implemented to provide literacy help with all ELLs. I-Ready is a software program geared towards upper grades (3-5) for literacy and math development.
12. What programs/services for ELLs will be discontinued and why?
- Currently, there are no program that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students, including ELLs, are welcome to any program. Millennium, the after school program, provides entertaining activities for the students, as well as homework help. We also have Academic test prep, NYSESLAT prep program, basketball, Drama Club, and Band, which all take place after school. Letters and permission slips are sent out to all students, ELLs included. Currently, we have ELLs in every extracurricular program that has been offered. In order to maintain in good standing, all students must be prepared and report to their respective programs on time. Every program is differentiated for our varied learners. Most of these programs require physical response from the students. We have a school nurse on staff that stays throughout the duration of the program, as well as the guidance counselor, in case other issue arise.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs have access to the student computer lab and the school library. In addition, they are encouraged to come to the resource room, where they can participate in the listening center, select books catered to them in the ESL library, create project-based artwork in the art center, and meet with ESL staff. Regardless of grade and proficiency level, all ELLs have this privilege. They also receive NYSESLAT prep books according to their grade. We are currently using Imagine Learning, which is a software program that caters

to the literacy development of ELLs. For the various proficiency levels, beginners and intermediates have access to level-appropriate audio books to develop stronger listening and reading skills. Advanced students have access to tape recorders to develop their speaking skills. Books are grouped by levels and genre, which cater to an ELL's individual reading level and interest. Currently, we are developing an extensive bilingual library in all classrooms. Teachers and students will have access to English-Spanish books in various genres and levels. We are adding new titles everyday and are incorporating them in their daily classroom assignments/tasks. Bilingual and pictures dictionaries are available to all our ELLs. We are using Fountas & Pinnel Leveled Literacy Intervention, a guided reading program, Expeditionary Learning and Go Math RTI, which is available in Spanish for our Spanish speaking newcomers.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
With freestanding ESL, the only language spoken is English. The ESL teacher can provide translation services (Spanish) personally or through the DOE, if needed. There aren't any textbooks that cater to any ELL's native language in any content area. Typically, ELLs are given assistance by the ESL teacher or any other language support staff. There are also bilingual books in all classrooms to help ELLs with their second language acquisition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ELLs have access to differentiated texts, leveled libraries within their classrooms, Words their Way (our word study program) and phonics study. They are grouped according to specific skills that they have not yet mastered, along with their proficiency level within their specific grade. All materials and resources are age appropriate, as well as culturally sensitive. For each classroom, there is a range of books and materials that fall within the scope of what skills/goals they must master within their grade throughout the school year.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
In the upcoming school year, we plan to create a summer workshop for newcomers before entering school. They will be introduced to staff, take a tour of the school and participate in activities that will make them feel at home with their new environment.
18. What language electives are offered to ELLs?
Currently, there are no language electives available to students.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

No Dual Language Programs provided

C. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

Parental Involvement

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

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

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

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

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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