

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

DBN: (i.e. 01M001):

27Q318

School Name:

WATERSIDE SCHOOL FOR LEADERSHIP

Principal:

LINDA T. MUNRO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 27Q318
School Type: Public School Grades Served: 6-8
School Address: 190 Beach 110th st. 3rd Floor, Rockaway Park, NY 11694
Phone Number: 718-634-1128 Fax: 718-634-1185
School Contact Person: Linda T. Munro Email Address: lmunro@schools.nyc.gov
Principal: Linda T. Munro
UFT Chapter Leader: Judy Forbes
Parents' Association President: Jodi Anderson
SLT Chairperson: Roderick Phoenix
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Beach Blvd. Ozone Park, NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5770 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:

- 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*.
- 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.**
- 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)
Linda T. Munro	*Principal or Designee	
Judy Forbes	*UFT Chapter Leader or Designee	
Jodi Anderson	*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>	
Saher Mahmood	CBO Representative, if applicable	
Allison Isaac	Member/ WSL Staff	
Hyacinth Gardner	Member/ WSL Staff	
Roderick Phoenix	Member/ WSL Staff	
Michelle Harris	Member/ WSL Parent	
Tanya Glaspar	Member/ WSL Parent	
Sydell Cook	Member/ WSL Parent	
Lorna Shaw	Member/ WSL Parent	
	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	
-	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.
-	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
-	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.
-	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.
-	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.
-	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

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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

- a. 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.
- b. School strengths, accomplishments, and challenges.
- c. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Waterside School for Leadership is a small middle school located in Rockaway Park, NY. Waterside, along with its parents and community members, is dedicated to serving the diverse scholars of New York City by creating a collaborative and supportive educational environment. College bound scholars in grades 6-8 are Leaders of their Lives, Learning and Community. Waterside fosters in our students a sense of community, an understanding of leadership and a commitment to ethical behavior that encourages them to become positive change agents in high school, college and beyond. We strongly believe that our children need a welcoming and supportive setting to develop intellectually, culturally, and socially. To meet the needs of our scholars- especially those with emotional disabilities, we have created partnerships with Counseling in Schools and Child Center of NYC to provide students with strategies for building academic and social-emotional competencies. Our school has also continued our partnership with the Middle School Quality Initiative to prepare students for college and career success. We believe that addressing our students' social-emotional needs will result in increased student engagement, satisfaction and academic progress.

Waterside believes that high expectations for all, balanced with support and care, lead to the success of our scholars. These high expectations mean that students exhibit leadership in three ways: Leading their Lives, Learning and Community. They become leaders of their lives by building upon, displaying, and discussing value systems and ethical behaviors. In our comprehensive advisory program, students role play and interact with others as independent and committed problem-solvers, effective communicators and responsible, caring citizens. These skills are also demonstrated through a variety of required activities which include public speeches during community meetings, participation in student government and other school activities, completion of a school wide Leadership courses and yearly portfolio presentation to an exit panel. Students lead their own learning by working with teachers and parents to develop learning goals every two weeks. As self-aware scholars, Waterside students articulate their needs and seek out assistance to reach these goals. Lastly, students are leaders in their community by engaging in community service and service learning projects. These activities foster authentic learning experiences within a real-world context and encourage a stronger sense of social responsibility and civic awareness.

As per our last Quality Review, there are various school strengths identified. Our school has various supports for the academic, emotional and social development of our students. These include advisory, PBIS structures that recognize school excellence and collaborations with Counseling in Schools and Child Center of NYC. The school also has effective strategies that support the observation of teachers and provide actionable feedback that is used to create a comprehensive view of instructional practice and next steps. These supports are shared in continuous conversations with students and their families to inform them of student progress, student performance and next steps for improvement. Highly detailed progress reports, student goal sheets, monthly grade curriculum newsletters, and scholar action plans provide all stakeholders with opportunities to support the progress students make in school.

Waterside, like all schools, is not without its challenges. Already a small school, our school lost many scholars after Super storm Sandy. With many middle schools in the neighboring areas competing for a limited number of students, we have continued to see low enrollment numbers. (Although the 2014-15 school year showed a significant increase in the number of 6th grade students choosing and attending our school.) In addition, the school has a high percentage of scholars with special needs (approximately 55%). Because of this, our school is challenged to meet the need of scholars with a wide range of academic and emotional disabilities. Lastly, our school struggles to increase proficiency levels on NYs examinations- particularly the math examination. While our school historically does well with showing progress with scholars, a multitude of factors have contributed to our challenge of raising math and ELA proficiently as significantly as we would like.

This year our school's instructional focus is to increase scholar-to-scholar discussion. It is our expectation that students will engage in high-quality discussions, exemplified by responding to and extending each other's thinking, using evidence to support their arguments and crafting responses to help each other deepen and elaborate upon their thinking.

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.

In accordance with the findings from previous school walkthroughs and Quality Reviews, numerous classroom and teacher team observations and in alignment with the school's mission of ensuring that scholars are challenged and engaged, our first instructional focus is to promote scholar discussion and critical thinking in our classrooms.

Relevant Quality Review Data (see 2013-14 School Quality Guide): A review of our last report suggests the following area of focus: Professional development that promotes meaningful reflection, opportunities for leadership growth, and strengthens teaching to improve learning outcomes.

At WSL, administration provides feedback to teachers aligned to professional goals that support teacher growth and development resulting in improved quality of student work. Teachers receive concise expectations and support through the lens of the Danielson Framework for Teaching as a means of strengthening and furthering their instructional practice. Evaluative feedback provided to teachers is clear, relevant, action based and specific.

School Administration looked at observation data from the previous year to determine trends in teacher practice, instructional challenge areas, and opportunities for staff leadership and growth. We saw that, overall, the teaching staff could use additional support in implementing 3b: Using Questioning and Discussion Techniques. In addition, we were able to identify teachers who demonstrated consistently strong practice in one or more of those components, and realized we could engage those teachers by asking them to consider leading PD sessions that capitalized on their strengths. With dedicated PD time each Monday after school, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice and desired areas of growth.

However, scholars continue to have conversations and discussions inconsistently from classroom to classroom. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking. Data from our 2014 NYS exams show 16% of students scoring at levels 3 and 4 in ELA and only 7% scoring at those levels on mathematics. We recognize that stronger teacher questioning and improved scholar discussion will lead to improved student work products, writing and ultimately improve our student achievement scores.

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, after providing targeted and differentiated professional development based on a shared school-created instructional focus and individual teacher needs, 7% of teachers will see an increase in their instructional practice around questioning and student discussion as measured by feedback from observations using the Danielson Framework for Teaching.

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>
a) Professional Development – With a clear instructional focus established at the onset of the year (questioning and using assessment in instruction), Monday and Thursday professional development workshops will focus on supporting teacher growth in components 3B. Waterside will continue to utilize a research based Danielson framework to measure teacher effectiveness. Special attention will be allocated to address the needs of students with disabilities, English language learners, and other high-need student subgroups. Network specialists in these areas- (including a newly hired staff member who served as a network coach for students with disabilities) will help to facilitate these PD sessions.	All teachers	Sept. 2014- June 2015	Administration with the support of Peer Instructional Coaches and Demonstration teachers as facilitators
b) Actionable feedback will be given to teachers to identify strengths, areas of instructional concern, and next steps to further develop teacher pedagogy. Feedback will be supported by study groups and professional learning communities whose topics will include: Differentiating to meet the needs of all students, Vocabulary Acquisition and Academic Language, using formative assessment tools, etc. Funding will be used to contract external vendors to support professional learning as needed.	All Teachers/ staff	Sept. 2014- June 2015	Administration- Principal and Assistant Principal
c) Inter-visitations will be planned for the fall and spring semesters to share instructional strategies to assist teacher teams in planning engaging common core units of study as well as promote academic rigor and engagement in the classroom.	All teachers	Sept. 2014- June 2015	Administration with support of PICs and Demonstration teachers as facilitators
Workshops and presentations at PTA meetings as well as School Leadership Team meetings to inform parents of school’s goals regarding discussion and academic conversations.	WSL Families	Monthly from Sept. 2014- June 2015	PTA, Parent Coordinator

Part 4 – Resources Needed

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

Professional Development as well as teacher team time is embedded within our schedule. Other resources available include articles, research, samples, best practice strategies, and templates. Support from the Network Instructional specialists coupled with the support of a coach from the Office of teacher effectiveness will be used to support this goal. Instructional cabinet meetings will take place every other Wednesday at 2:30PM to discuss classroom observation findings, share best practices, identify strengths as well as areas of instructional concern, develop resources to provide teachers with support, and norming activities to promote consistency between supervisors and departments regarding instruction as well as actionable feedback.

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

MSQI Literacy Grant/ Coaching support

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:

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

In February, administration will engage in a mid- year progress monitoring of Danielson Framework data specifically an analysis of Domain 3. Evidence of effective and highly effective percentages in these domains will demonstrate the amount of teachers who are performing well in these areas. By June evidence of an increase in this percentage area will demonstrate whether teacher practice has improved throughout the school year. In addition, the following progress monitoring will occur:

1. School surveys distributed to staff members at the end of each 6 week PD cycle to acquire input and feedback on the effectiveness of our professional development sessions
2. Quarterly analysis of component ratings for 3b (Questioning and Questioning Techniques) to monitor teacher performance and determine if there is an increase in average ratings with each quarter
3. Walkthrough every 6 weeks with administration and Office of teacher effectiveness coach
4. Inter-visitation feedback forms to provide supporting evidence that teachers inter-visitation experience will enhance their instruction

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. 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.

Although we have shown improvement in our student attendance rate over the years, we still recognize the need for all of our students to attend school on a daily basis in order to improve their scholarship. Our last year’s rate as reported by the School Quality Guide was 91% due to a select group of chronically absent students. The same data report revealed a high level of students who were chronically absent- confirmed by data percentages in ATS. Our school showed 34% students identified as chronically absent which was 12% higher than the citywide average. We recognize that improving their attendance is key to improving our academic progress.

In collaboration with TASC and our CBO Child Center of NY, our school conducted the Success Highways resiliency assessment which identified specific areas of concerns with students. 9% of our students received scores ranging below 60% or at risk students. re: The *Success Highways* Resiliency Solution was developed based on the research of Boston University. Our school successfully identified resiliency areas to help students feel supported and connected to the school community.

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.

Attendance: By June 2015, Waterside will implement an effective system of attendance monitoring through auditorium and morning meeting programs, and student scheduling which will result in a 4% increase in positive attitude evidenced by qualitative data (chronically absentee student reports).

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>The school attendance team will work to identify students and create a buddy system where punctual and tardy students will be paired with chronically absent students to help correct the problem. This team will monitor the attendance and academic improvement of the chronically absent students who require AIS services. Together the team will work with the students, attendance team, the teacher</p>	<p>Students identified as chronically absent</p>	<p>September 2014- June 2015</p>	<p>School attendance team and administration</p>

teams and the families to establish trust. The team will utilize data from			
Guidance/advisors meet weekly with targeted students to create action plans to increase daily attendance. These plans will set goals and targets for students to improve their punctuality and attendance. Teachers will address the need all students including the needs of students with disabilities, English language learners, and other high-need student subgroups to support their social goals and encourage college and career readiness.	Students identified as chronically absent	September 2014- June 2015	Guidance Counselor, Teachers advisors
The Success Highways curriculum will be used on a weekly basis to support the needs of all students. It consists of three curricular components derived from empirical and theoretical research that will be implemented by trained instructors: resiliency skills assessments, resiliency professional development and resiliency curriculum.	Students identified as chronically absent	Sept 2014- June 2015	Success Highways trained instructors
School messenger will send out automated phone calls daily to the families of students who are absent or late. The PTA will provide workshops for parents to increase awareness to attendance issues. Staff will continue to inform families of the importance of their support and strategies to improve student attendance.	WSL Families of late/ absent students	Sept 2014- June 2015	School aides, office staff, guidance Parent Coordinator, PTA

Part 4 – Resources Needed

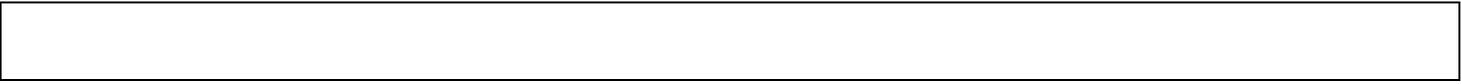
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support from our appointed Attendance Teacher to help with tracking student data and completing home visitations to students identified through ATS as chronically absent. The attendance team will meet weekly to discuss and review data on student attendance. These meeting will be used to identify students, discuss and create action plans to correct the absentee issue, and develop follow up procedures to monitor students attendance rate.

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		Title IIA		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:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
The school attendance team meets weekly (Wednesday) to review and discuss students who are identified through ATS. The school attendance team will meet in February to review the status the attendance percentages of chronically absent students.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	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

13. 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).
14. 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.

The school reviewed data from our latest school quality guide. An area of concern was highlighted in the area of closing the Achievement Gap which “measures the extent to which the school serves and succeeds with students in special populations.” Our school is not meeting the target in that area. Data from our 2014 NYS exams show 16% of students scoring at levels 3 and 4 in ELA and only 7% scoring at those levels on mathematics. We recognize that we must provide additional training for our staff to support and meet the needs of students with IEPs.

Our overall Data for 2013-14:

- In terms of Student Progress Rating MS318 is 19.5 to 47.7 and ‘Approaching Target’
- In terms of Student Achievement Rating MS318 is 49.5 to 73.0 and ‘Meeting Target’
- In terms of School Environment Rating MS318 is 66.8 or Higher and “Exceeding Target’
- In terms of Closing the Achievement Gap MS318 is 19.1 or Lower and “Not Meeting Target

The school’s curriculum is implemented consistently across all grades, and holds all students accountable to meeting learning expectations, including students with disabilities and English language learners, providing additional supports as needed. Our school did see 27% of our students moving to less restrictive environments. This represents an increase from the previous year. Our last quality review commended our school since teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice. However, the same review articulated an area of need as follows: Data used to regularly evaluate the effectiveness of structured professional collaboration, capacity building, and leadership development strategies

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, ICT teams will track weekly data of their IEP students’ success which will result in a 10% increase in meeting and/or exceeding the goals stated in students’ IEPs.

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:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. 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).
17. Strategies to increase parent involvement and engagement
18. Activities that address the Capacity Framework element of

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>

Trust			
Administration will provide monthly professional development to ICT teacher teams to improve ICT classroom practice. These sessions will be supported by coaches and network specialists.	ICT teachers	September 2014- June 2015	ICT Teachers, Coaches, Administration
Administration will provide ICT teachers with a weekly common planning prep period to share lesson plans and discuss student data. In these sessions, teachers will review curricula and plan to scaffold for academic improvement amongst scholars.	ICT teachers	September 2014- June 2015	ICT Teachers, Coaches, Administration
Teachers will schedule meetings with parents to review and share student progress. At these meetings teachers will put action plans in place with strategies to support scholar learning. In addition, throughout the 2014-2015 school year, the Principal, Parent Coordinator, Family Worker and various staff members will conduct parent training sessions on supporting students academically at home. These trainings will include sessions on understanding the IEP, using online resources and web-based programs, and understanding the common core state exams.	ICT teams, parents and students with disabilities in the ICT class.	September 2014- June 2015	ICT Teachers, Coaches, Administration
Teachers in ICT pairs will be sent to monthly network meetings to develop their practice. Pairs will also visit schools to view and reflect on best practices and strategies. Articles, texts and professional resources will support their reflection and work together.	ICT teachers	September 2014- June 2015	Administration

Part 4 – Resources Needed

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

ICT common planning team time is embedded within our schedule. Our school will also seek support from the Network Instructional specialists to support this goal.

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		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

At the end of each marking quarter, teachers will share with parents, students and administration data evaluating student progress towards IEP goals.

In addition, In February/ March 2015, a mid-year meeting with each teacher will be held by administration to evaluate the impact of all the programs and resources. In addition, teachers will meet with administration to share student progress towards meeting their IEP goals as well as data and evidence to support this progress.

Lastly, school surveys distributed to staff members at the end of each 6 week PD cycle to acquire input and feedback on

the effectiveness of our professional development sessions In addition, there will be a scheduled walkthrough every 6 weeks with administration and the Office of teacher effectiveness coach.

Part 6b. Complete in February 2015.

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

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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

- | | |
|-----|--|
| 23. | 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). |
| 24. | 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. |

The school’s last NYC school survey showed that 25% of teachers felt that the school and its leadership did not sufficiently and publicly recognize teachers for their accomplishments. 17% felt that the school did not provide teachers with leadership opportunities. WSL school leadership intends to ensure that its vision of teacher leadership is not only in place but is transparent in its purpose and impact.

Through the TIF grant, teacher leaders (demonstration teachers and peer instructional coaches are selected and trained for potential leadership positions, and mentors are used to grow new teachers and build capacity. The strategic professional development offered, coupled with the support provided to teachers and school staff, has resulted in improved quality of student work as evidenced in English language arts writing samples. 2013-14 teachers surveyed stated that being observed and getting feedback had the most impact on improving their practice.

Our Quality review indicates that teacher teams successfully engaged in collaborative practice using the inquiry approach to improve classroom practice. However, it is not consistently the case vertically and horizontally (across subject areas and within grade levels). In addition, our school still struggles to impact student performance as evidenced by Data from our 2014 NYS exams showing 16% of students scoring at levels 3 and 4 in ELA and only 7% scoring at those levels on mathematics.

Part 2 – Annual Goal

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase in the number of teachers who will share in distributive leadership roles to improve teacher practice evidenced by presenters leading the professional learning as listed on the yearly Professional Learning plan and sign-in sheets of teacher team members.

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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. 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).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Peer Inter-visitations: WSL Teachers across the content areas will engage in inter-visitations with their peers to support a coherent instructional program reinforced by demonstration teachers and Peer instructional coaches. Based on feedback from their supervisors after observations, teachers will target areas of need and create a focal point for their inter-visitation. Teachers who participate will be given time to debrief and discuss what they have observed and how they can apply these observations to their classroom practices. Teachers involved will use templates aligned to researched based Danielson’s framework to record observations and engage in meaningful discussions that pertain to specific areas of need or those that were being observed.	WSL teachers	October 2014- June 2015	Peer Instructional coaches, administration
Administrators will use information from observations to group teachers together who need similar support, pairing them with colleagues who are effective or highly effective in those areas. Administrators will also provide teachers with scheduled time to visit, observe and reflect on issues evidenced in the documents noted above. Teachers will reflect on strategies they can use to improve instruction and scholar achievement. Special attention will be given to the use of differentiation strategies to meet the needs of all students and subgroups. Our school will use our network coach and newly hired specialist to support the learning of students with disabilities, to suggest instructional resources and to provide feedback.	WSL teachers	Sept 2014- June 2015	AP, Principal
The Peer Instructional Coach (PIC) will develop relationships with teachers in the building to identify areas where they feel they need support or additional resources. PICs will observe lessons and give timely feedback to teachers through the lens of Danielson’s Framework. The PIC, along with Demonstration teachers, will support teachers and answer academic questions through modeling and demonstrating lessons that showcase exemplary teaching while practices targeting areas in need of growth and debriefing with pedagogues involved in the specific work of learning from their peers. Furthermore, they will facilitate rounds of inquiry to support scholar progress. This will encourage inclusive/facilitative leadership in the school community.	WSL teachers/ staff	October 2014- June 2015	Peer Instructional coaches, demonstration teachers
To increase parental involvement and parental awareness of the ongoing professional development teachers are engaging in within the school community, WSL parents will be given information on how the Common Core Standards are being addressed and the types of professional development opportunities that are provided to teachers to ensure continual growth and the implementation of best teaching practices.	WSL families	Sept 2014- June 2015	Parent coordinator, subject team leaders

Part 4 – Resources Needed

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

Schedule adjustments for PICs, demonstration teachers, teachers to visit classrooms and debrief

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		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Teacher Incentive Funds (TIF) for Peer Instructional Coaches (PICs)									

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:

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

Administration will meet with each teacher in February/ March 2015 to ensure that they are benefiting from the teacher leadership program. During this meeting, administration will share the Peer Inter-visitations will be ongoing from October 2014 through June 2015. Peer Instructional coaches and demonstration teachers will meet with administration every other Wednesday to discuss instructional trends, strategies and methods to ensure consistency of practice. The school will also create customized Partnerships for New Teachers. They will meet weekly with their mentor supports from September 2014 through June 2015.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	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

- | | |
|-----|---|
| 33. | 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). |
| 34. | 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. |

Waterside’s SLT reviewed our Learning Environment Survey’s data and feedback from families/ parents at the school. In that survey, one of our lowest percentage areas for parents was the question that asked how frequently the school communicated goals and progress to families and students. Although our school has a comprehensive online system for communicating this information, many parents expressed a desire for increased communication when we conducted a PTA survey at Parent-Teacher conferences in November. Through the use of Engradepro all teachers, students, families, and administrators can monitor student progress throughout the semester, as well as use Engrade’s resources to analyze student achievement data, monitor family communications, and build relationships between school and outside stakeholders.

100% of parents indicated that they are satisfied with the education that their child has received as compared to the city Average of 94% and district average of 95%. 99% of families were satisfied with the school’s instructional core. 98% were satisfied with the school’s culture.

However 15% of parents indicated on the NYC School Survey 2013-2014 Report that they did not feel encouraged to participate in their child’s education and felt that the school did not communicate effectively with parents about their child’s progress. In addition, the school’s Quality review indicated that the improved use of data used to regularly evaluate the effectiveness of our school choices was an area of focus. Reviewing student progress data in the engradepro system will help the school do so.

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.

By June 2015, , Waterside will demonstrate a 10% increase of parents accessing and employing the online grading system of EngradePro as evidenced by Quarterly access reports to detail the frequency of logins by grade level and individual families.

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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. 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).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of			

Trust			
6.			
EngradePro and administration will provide teachers with training on how to use the EngradePro system. Administration will track teacher, parent and student usage on a weekly basis.	Teachers	Sept 2014- June 2015	Teachers, Administrators
To meet the shared goal of building capacity and improving student achievement, monthly grade team meetings will be used to review EngradePro data, in particular around students who are in need of extra support or interventions. In addition, weekly grade team meetings will discuss individual scholars supported by academic information about the student based on EngradePro data. In addition, teachers will track trends with various subgroups including students with disabilities, English language learners, and other high-need student subgroups. With the support of our PICs and instructional specialist, teacher will make adjustments to instruction and provide supports as needed.	Students and teachers	Sept 2014- June 2015	Teachers, Grade level team leaders
Twice a month EngradePro printouts of progress reports will be shared with students during advisory to create and set goals for themselves. These printouts of progress reports will also be mailed home and shared with parents. This will help to encourage partnerships with families to support students beyond the school day.	Waterside Students and families	Sept 2014- June 2015	All teachers, office staff to print, sort and mail progress reports home
Strategies to increase parental involvement may include: family workshops on EngradePro, outreach to support initial logins, parent-teacher conference support, utilizing Parent Coordinator guidance office to connect families, providing computer access hours for families, etc. Teachers will utilize Parent Engagement time on Tuesdays to make a minimum of two positive phone calls home each week to families acknowledging students hard work and success. In addition, our school sends out reminders, letters, automated messages and postcards to remind families to login to the system.	Waterside Families	Sept 2014- June 2015	Parent Coordinator, guidance counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
WSL will incorporate EngradePro sessions in its yearlong Professional development schedule provided by EngradePro as a part of our contract.

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		Title IIA		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:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

WSL reviews parent login data constantly. Our school will review the percentage of parent logins at the end of each school quarter to determine which families are using the system and if there has been any increase in usage.

Before 3rd quarter Parent-Teacher conferences in March 2015, the parent coordinator will identify parents with low frequency usage and contact them. She will determine how many parents are not utilizing the system, why they are not using the system and provide training as necessary.

Part 6b. Complete in February 2015.

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

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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)	Services are determined based on the following: ELA State test scores, DRP data, online Scantron performance assessment which provides current reading and grade level equivalency scores, classwork and teacher observations.	Our SETSS teachers provide AIS support to the school's struggling readers, both in small groups and on an individual basis. They also push into ELA classes to support struggling readers in the classroom setting. Services are provided during the school day in both push-in and pull-out models. Our school uses the Balanced Literacy model which centers upon explicit teacher modeling, guided and independent practice. With the support of staff, scholars work on comprehension strategies through close reading. We connect reading and writing strategies. The ELA teacher also provides afterschool Academic Intervention Services for scholars struggling in ELA after school for an hour three times a week. Tutors from HarvardEd lab work with our scholars daily as part of our MSQI initiative program	Small Group, Tutoring, push-in/ pull-out model	Afterschool, lunch time, push-in during class time, afterschool and weekends
Mathematics	Services are determined based on the following: Mathematics State test scores, Baseline assessments from Schoolnet, classwork and teacher observations.	Our SETSS teachers provide AIS support to the school's struggling students. Mathematics Intervention is provided by the SONYC afterschool staff who support our afterschool Academic Intervention services. We incorporate more of the CMP3 curriculum components, IXL online program and accelerated program to our scholars during small group instruction. Our school will	Small Group, Tutoring, push-in/ pull-out model	Afterschool, lunch time, push-in during class time, afterschool and weekends

		provide Saturday Academy classes for scholars struggling in mathematics.		
Science	Services are determined based on the following: Classroom grades, assessments, classwork assignments and teacher observations.	Our science teacher provides support for struggling students with lunch tutoring and small group instruction.	Small Group, Tutoring	During school day
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services are determined based on the following: Teacher referrals, parent requests, classroom observations	WSL has one full-time guidance counselor and two service providers from counseling in schools who service general education students and special education students, as needed, in small groups and on a one-to-one basis. The guidance counselors follow up on scholars in crisis during the school day as needed. Additionally the counselors reach out to families and scholars and provide behavioral modifications that can be addressed in school and at home to enhance the learning of all scholars. WSL also has a school psychologist that provides counseling services to general education students and students with disabilities on a one-to-one basis, throughout the school day.	Small group, one- to-one	Afterschool, during school day and during afterschool

Section 7: Title I Program Information

Directions:

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

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.

The school administration is cognizant of the fact that it is located in a hard to staff, high need community. As such, it is important that the school works diligently to ensure a consistent and exceptional learning environment. At the end of the school year, preference sheets are distributed to all members of the teaching staff. On the sheet there is a question that asks teachers if they will be returning in September. If a teacher indicates that he or she will not be returning, the school will begin the recruitment process during the month before the conclusion of the school year. Possible candidate resumes are obtained through assistance from the Network Human Resources Director and the Open Market System. The Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the Region. Our school has also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows, Teaching Candidates and TFA candidates.

Once resumes are selected for interviews, the school's hiring committee convenes to conduct the interviews. The hiring team consists of teachers and the administrative team. Once candidates are interviewed, their interview responses are graded using a rubric. The hiring committee then selects the candidates that they would like to conduct demonstration lessons. The demonstration lesson is conducted in a class on the grade level of the vacancy. The hiring committee will then make a selection based on the initial interview performance and the demonstration lesson performance.

Once hired, new teachers are each given a mentor. New teachers are required to meet with their mentors on a weekly basis. New teachers are also provided with professional development on all instructional priorities. In addition, observations and feedback serve as a guide to assist in providing targeted professional development that supports instructional improvement.

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).

Waterside teachers are recognized for exemplary practices and contributions. They participate in grade level and inquiry meetings focused on improving instruction. Teachers are given access to professional texts and other related material to support their professional growth.

Waterside has ensured that a Professional Development Calendar for the school year has been developed. The calendar includes professional development workshops and activities to support all staff members in assisting students in achieving the Common Core State Standards. To support the use of reading and math curriculum resources that are

aligned with the Common Core Standards, teachers and administrators participate in on-going training in the use of these materials throughout the year. School administrators participate in DOE/Network PD as well as on site based workshops with teachers. Through feedback provided from informal and formal observations, the specific professional development needs of individual teachers will be identified and met.

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.).

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.

Time is spent during faculty meetings, cabinet meetings and subject team meetings to allow all stakeholders to take part in the decision-making process regarding the selection and use of assessments. During Teacher Team Meetings, teachers are given focused support from the school Data Specialist as well as the network on how to use student data results to improve instruction.

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	94,307	X	9, 11, 13, 15, 17
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,406,012	X	9, 11, 13, 15, 17

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:

- a. 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.
- b. 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:

- c. **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).
- d. **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.
- e. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- f. **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.
- g. **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.
- h. **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:

- i. **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.
- j. **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.
- k. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- l. **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)

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

The overall aim of our Parent Involvement policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Waterside 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. Holding this belief, 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. To support a healthy school-home relationship, the Waterside School for Leadership agrees to implement the following regulations:

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

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

We will work to ensure:

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

Waterside will take the following actions to involve parents in the joint development of its school parental involvement plan

under section 1112 of the ESEA:

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

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

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

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

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

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

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

Additional opportunities for our parents to become involved include:

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

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

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

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

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

As a school we will also work to:

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

School-Parent Compact

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

I. School Responsibilities

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 318
School Name Waterside School for Leadership		

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 Linda Munro	Assistant Principal Roderick Phoenix
Coach NA	Coach NA
ESL Teacher Maria Palermo	Guidance Counselor Trudy- ann Gordon
Teacher/Subject Area Caroline Feeney/ ELA	Parent Lolita Barnes
Teacher/Subject Area type here	Parent Coordinator Yanilda Paz
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	174	Total number of ELLs	10	ELLs as share of total student population (%)	5.75%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	2			6			2		2	10

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	2	0	0	6	0	0	2	0	2	10
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
Spanish							0	0	0	0				0
Haitian									0					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							2	2	4					8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1		1					2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	3	2	5	0	0	0	0	10

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		3				6
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses NYSELAT data, state test scores, DRP for 6th grade and Scantron Performance Series which provide various data points for our scholars. The NYSELAT data provides us with information about our ELL's listening, speaking, writing and reading skills. The tests scores from the NY state assessments also provide us with a detailed item analysis which we can use to direct our instructional

choices. The DRP for the 6th grade consists of chosen nonfiction paragraphs or passages on a variety of topics. It provides us with information about a scholar's reading levels, areas of difficulty and independent vs. instructional levels. These data points are checked against the Scantron Performance series which provides information about where scholars are compared to the district, state and national levels, learning objectives and grade level equivalency scores.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers. A review of the various data points indicates that our scholars struggle with writing and reading skills hence our instructional program focuses on these skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Again, our data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. They continue to struggle with writing and reading skills.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school noticed that the Advanced ELLs were more proficient in speaking and listening. However, beginning and intermediate students struggled in these two areas. Although a few advanced ELL students were able to show strength in reading and writing, the majority of our students still struggle with reading and writing. The patterns are similar regardless of grade levels.

The school leadership team and teachers are developing an effective teaching model/cycle: looking at data, assessing the students' current levels, teaching the skills necessary for the students to achieve, and reflecting on improving their own teaching practices. Teachers are using the data from periodic assessments in all core subjects to have an increased awareness of the needs of ELLs. Tests are administered in English.

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

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?
MS318 recognizes that students learning a second language move through stages- ie: early production, speech emergence, etc. We ensure that teachers take time to learn about each English language learner's stage of acquisition so that they can begin effectively differentiating instruction for these students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our school will evaluate success by the number of students making AYP for ELLs.

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](#).)
Parents at our school are given a home language survey (HLIS) to fill out for the new student. If the survey reveals that the student

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Based on the parent selection survey, students are placed in their parent's choice of program. Parents are invited to speak with the ESL and general education teachers, inquire about all aspects of the instruction their child will receive. If communication in English is not possible, a translator is available at all times. The informal oral interview, which must be conducted by a pedagogogue, is overseen by Ms. Palermo.

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

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

The school schedules an orientation session to allow the test administrators to become familiar with the test and to provide test administrators with training in the administration and scoring of the test. Administrators of the Speaking subtest are also trained in scoring prior to administration. All test materials are secure in their sealed packaging until the test administration date. There is an orientation for students where we inform English language learners about the NYSESLAT a few days before its administration. Parents are also notified. They will be informed of the dates of testing and the purpose of the test and notified of the prohibition of all phones and other electronic devices during testing. They receive a copy of the NYSESLAT Parent's guide. On the day that the NYSESLAT is to be administered, we will prepare answer sheets and the Testing Room for the scholars. all

audio devices will be prepared beforehand.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
Currently, the trend shows us that freestanding ESL is the most popular program option. Parents are made aware of the other ESL programs, Transitional Bilingual (TBE) and Dual Language. If a parent requests the other choices, and there aren't enough numbers to implement these other choices, the ESL teacher will coordinate communication between the parent and contact ELLProgramTransfers@schools.nyc.gov to locate a school with the appropriate services for their child.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
- Scholars will be assessed by daily teacher observation, self-assessments, performance assessments, and portfolio assessments. Our teachers assess their children's reading ability through the Scantron performance series program and DRP. Reading levels are viewed and analyzed for trends and patterns. The ESL teacher will collaborate with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. All the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- To ensure progress in the four modalities of English acquisition, scholars are continually assessed by daily teacher observation, self-assessments, performance assessments, and portfolio assessments. Our ELA and ESL teachers work together to observe and record scholars reading, speaking and writing abilities in group settings and classroom environment. Again, the ESL teacher continues to collaborate with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. All the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year.
6. How do you differentiate instruction for ELL subgroups?
- a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Plan for Newcomers

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

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

Plan for ELLs and Former ELLs:

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

Plan for Long Term ELLs: An analysis of the scores for long term ELLs on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.

- Use of Word Generation vocabulary program
- Monitoring the progress of scholars in all content areas to differentiate instruction for literacy needs
- Saturday Academy

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

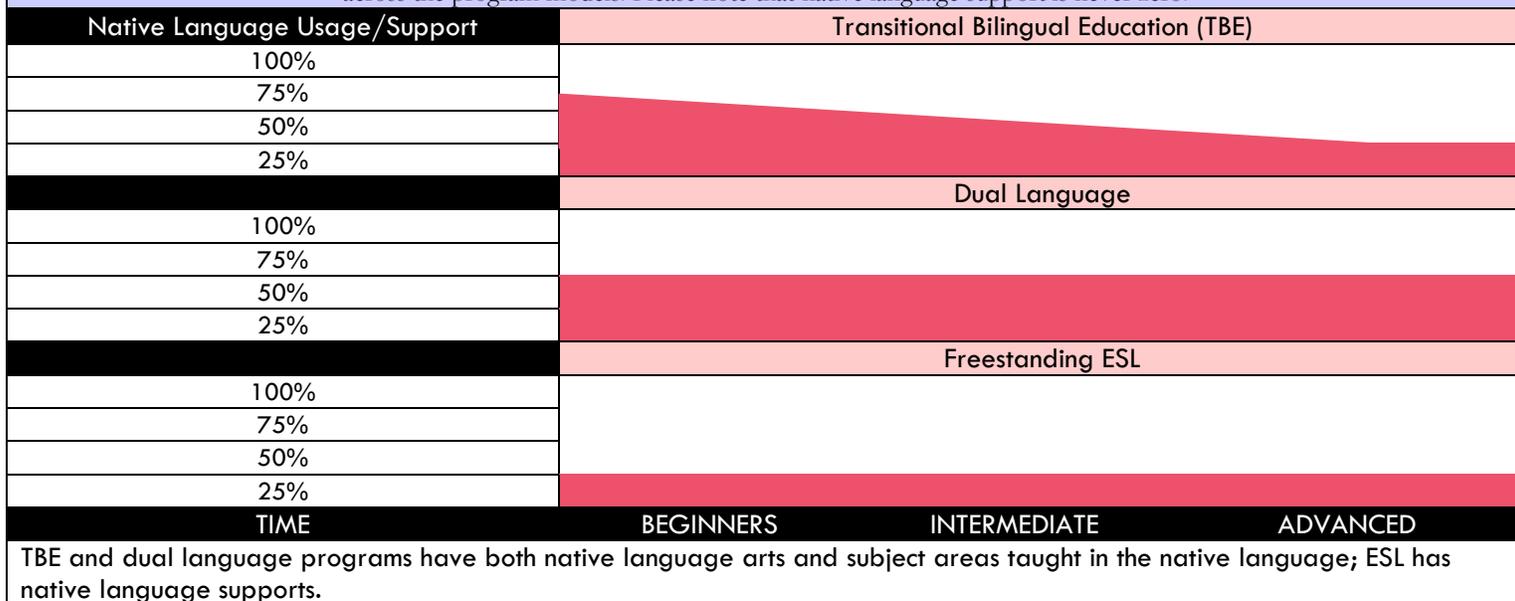
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

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

Not applicable

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

D. Parental Involvement

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

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

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: MS318

School DBN: 27Q318

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Munro	Principal		11/13/13
Roderick Phoenix	Assistant Principal		11/13/13
Yanilda Paz	Parent Coordinator		11/13/13
Maria Palermo	ESL Teacher		11/13/13
Lolita Barnes	Parent		11/13/13
Caroline Feeney	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Trudy Gordon	Guidance Counselor		11/13/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q318 School Name: Waterside School for Leadership

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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