

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

**DBN: (i.e. 01M001):**

**08X558**

**School Name:**

**WESTCHESTER SQUARE ACADEMY**

**Principal:**

**SARA DINGLEDY**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: 9-12 School Number (DBN): 08X558  
School Type: High School Grades Served: 9-11  
School Address: 3000 East Tremont Ave. Bronx 10461  
Phone Number: 718-904-5050 Fax: 718-904-5055  
School Contact Person: Sara Dingleddy Email Address: [sdingleddy@schools.nyc.gov](mailto:sdingleddy@schools.nyc.gov)  
Principal: Sara Dingleddy  
UFT Chapter Leader: Denise Haynes  
Parents' Association President: Fran Andreotti  
SLT Chairperson: Sara Dingleddy  
Student Representative(s): Gwyn Nilson, Joanna Andreotti

**District Information**

District: 08 Superintendent: Carron Staple  
Superintendent's Office Address: One Fordham Plaza  
Superintendent's Email Address: [cstaple@schools.nyc.gov](mailto:cstaple@schools.nyc.gov)  
Phone Number: 718-741-3157 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 411 Network Leader: Elyse Doti Cohen

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sara Dingley	*Principal or Designee	
Denise Haynes	*UFT Chapter Leader or Designee	
Fran Andreotti	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Gwyn Nilson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Aamir Rodriguez	Assistant Principal	
Joanna Andreotti	Student	
Arianna Gowens	Parent/ PA Member	
Alicia Robinson	Parent/ PA Member	
Dahlia Morris	Parent/ PA Member	
Aamir Rodriguez	AP	
	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.

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

The mission on Westchester Square Academy is to develop confident readers, writers and speakers who feel deeply connected to and supported by our school community. We prepare our students for college through a liberal arts curriculum focused on writing, critical thinking and peer discussion, and we give them the opportunity to connect with their passions through elective coursework in the arts, sciences and humanities. An underpinning of the WSA model is a nurturing school environment that encourages reflection, collaboration and experiential learning.

- WSA is located in the Herbert Lehman Campus. WSA's enrollment has about 28% of students with IEPs and about 11% ELLs. We are a universal site for free lunch.
- Over the course of three years, we have developed partnerships with enrichment providers, including the DreamYard Project to support arts education, the Princeton Blairstown Center to support teambuilding and community building activities, Lehman College Now and Jump Rope for SAT prep work.
- We implement a variety of interventions and enrichment programs for a range of learners, including a Saturday Academy to promote and support the Advanced Regents diploma and college readiness, the Afterschool Academy to remediate for struggling learners and provide tutoring, open honors classes and AP classes to push students to engage in more rigorous coursework, and our mentorship and character strengths curriculum to teach and support college ready habits of mind.

Strengths/ Accomplishments:

- We have a strong model of support in the 9<sup>th</sup> grade that leads to about 77% of ninth graders earning 10+ credits by June and 82% earning 10+ credits by the end of the summer. This enables us to target remediation and intervention to a small group of students.
- Strong culture for learning due to a large non-pedagogical staff to address socio-emotional concerns and emergent issues that supports the classroom culture.
- Strong assessment model that sets high expectations around college readiness tasks and regents prep.

Challenges:

- Students have struggled on the global and science regents. We need to study appropriate interventions and strategies to help with retention of content and strengthening writing.
- On-boarding 15-20 staff members each year as we phase in the school has been a challenge, especially as we try to craft a distinct set of pedagogical expectations across classrooms.

Areas of growth:

- Our curriculum is developing and we have created a faculty portal that houses all curriculum maps and unit plans in order to document reflection and modification.
- Teacher teams have begun to settle into routines to look at student work and evaluate the effectiveness of instructional strategies.
- Classroom consistency around discussion, questioning and checking for understanding is increasing, as evidenced by the overall teacher scores on the Danielson rubric.

## 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

<ol style="list-style-type: none"> <li>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).</li> <li>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.</li> </ol>
<p>Strengths</p> <ul style="list-style-type: none"> <li>• Assessments and long term tasks that drive instruction are aligned to the CCLS.</li> <li>• Teacher teams norm high expectations and plan units and common assessments</li> <li>• Students engage in frequent reading and writing tasks</li> <li>• 77% of students earn 10+ credits in the 1<sup>st</sup> year.</li> </ul> <p>Needs</p> <ul style="list-style-type: none"> <li>• Student performance on Regents exams are uneven; global studies performance is low</li> <li>• Only about 50% of students in the lowest third accumulate 10+credits in the first year</li> </ul>

### Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, we will increase our 10<sup>th</sup> grade Global Studies Regents pass rate to 55% from 24%.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> 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"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>We will provide a remedial global studies support class to targeted 10<sup>th</sup> grade students during the second semester during school.</p>	<p>20 struggling 10<sup>th</sup> graders who are unlikely to stay after school</p>	<p>February 1- June 26</p>	<p>3 members of the history department who will teach the class.</p> <p>AP Rodriguez will oversee implementation</p>

History teachers will engage in inquiry work to examine points of leverage for student achievement on the school's writing assignments, quarterly assessments and the regents exam.	All 10 <sup>th</sup> grade students	September-June	Critical Friends Group "captain," 10 <sup>th</sup> grade special education teacher and 2 global history teachers.
WSA Afternoon Academy will provide targeted students with tutoring and executive functioning support three days after school each week.	15 students who are likely to stay after school for tutorial support	February-June	3 Afternoon Academy teachers.  AP Rodriguez will oversee implementation.

**Part 4 – Resources Needed**

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

Per session money for teachers, teacher training in CFG (inquiry) strategies through professional development, .2 of a teacher schedule to run Small Group Instruction during the day.

**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.

**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.

January Regents will yield 10 additional passing scores from the pool of students who originally failed the global regents in June.

Teachers will identify a cohort of 10<sup>th</sup> graders to target for SGI in order to increase passing rates for the June 2015 Global Regents.

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

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

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## 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.

Needs Assessment: We reviewed the student reporting data from the prior year’s survey and determined that the responses around safety and community building were ones we wanted to address through socio-emotional supports, a climate of safety and afterschool offerings.

#### Strengths

- Strong culture with decreasing incidents
- Strong survey responses from teachers and parents around safety and school climate.
- A well-staffed non-pedagogical TO, including 2 social workers, one guidance counselor and 3 part time deans.

### 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.

In the 2015 school survey, the student overall responses about school culture will increase by 2% from 84% to 86%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
Expand our mediation program to proactively address conflicts.	All students	September 2014-June 2015	Deans Mackie, Deep and Ousett and counselors Haynes, Wilson and Ramos
Strengthen our character strength curriculum to reach beyond mentorship into classrooms and all parts of the day by engaging in school wide PD to train all teachers about the WSA character strengths and developing strategies to explicitly teach them in classes.	Teachers for PD	September 2014-March 2015	Teacher Kristin Antoniotti will deliver PD and program
Continue to run enrichment trips and college trips to inspire team-building and a college going culture.	All students via	September 2014-2015	College counselor Henry will oversee

<p>1. Princeton Blairstown trips for all 9<sup>th</sup> graders</p> <ul style="list-style-type: none"> <li>• Mentorship culture building trips for each mentorship group</li> <li>• Extended college trips for 10<sup>th</sup> and 11<sup>th</sup> graders</li> </ul>	<p>mentorship and college prep class</p>		<p>college trips.</p> <p>Mentors will propose and run their own trips</p> <p>COSA Hinchcliffe will organize all other culture building trips</p>
<p>Add two after school offerings, a tutoring program, computer room, access, a college ready Saturday program and staff student sports competitions.</p>	<p>Saturday program: Targeting students aspiring for college readiness standards/ advanced regents criteria.</p> <p>All other programs: All students</p>	<p>September 2014-June 2015</p>	<p>COSA</p> <p>College Counselor</p>

**Part 4 – Resources Needed**

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

- Robust staffing model, including 3 members of the counseling staff and 3 members of the dean team to do interventions/ mediations.
- Professional development for deans and counselors to build capacity around a proactive mediation program
- Coordination of college trips, transportation, board, and tours.
- Arts providers (DreamYard Project)
- Saturday program staffing—either per session or flexible scheduling
- Per session for teacher to design and monitor PD modules for character strength curriculum
- Per session for before and after school clubs and activities.

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

Arts Matter grant to support a shared performing arts teacher who will run one after school dance club.

**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:

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

Sign up 30 11<sup>th</sup> graders for Saturday Academy, begin WSA Afternoon Academy with peer tutors, and continue to run peer mediation program.

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

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

**Needs:** Review of prior year’s data indicates a need for improvement around 3B and 3D. PQR from prior year indicates a focus area around pedagogy, specifically in questioning and coherent instruction

**Strengths:** All teachers fall into the effective range. We have a teaching staff that is responsive to feedback and integrate suggestions into instruction. We have dedicated time set aside for department work and peer coaching between new and experienced teachers. Our model of co-teaching allows us to induct new teachers into the profession with lots of supports in the classroom and in planning.

### 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.

80% of all teachers will receive a proficient or higher overall rating in 3B and 3D of the Danielson rubric.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>10. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>11. Strategies to increase parent involvement and engagement</li> <li>12. Activities that address the Capacity Framework element of Trust</li> </ol>			
Frequent cycles of feedback—documented on Danielson and also provided in conversations and informal emails.	All teachers	9/5/14-6/15/15	Assistant Principal and Principal
Mid-year check ins with all staff members to provide global and summary feedback of observations and conversations throughout the year.	All teachers and counselors	9/5/14-6/30/15	Assistant Principal and Principal
Dedicated department work with the lens of looking at student work and design of UBDs to encourage skill mapping and questioning.	All teachers	9-5-14-6-15-15	Assistant principal
Peer observations built into Circular 6 assignments that will yield reflection and additional layers of feedback	All teachers	9/5/14-6/15/15	Assistant Principal

### Part 4 – Resources Needed

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

Utilization of circular 6 assignments, use of contractual time after the school day to dedicate to department work, Dedication of AP salary to allow for additional observations and midyear check ins.

**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.

**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:

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

Completed midyear check ins with all staff that include at least 45% of observations complete in order to yield high impact conversations.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Needs and strengths: We are currently taking on about 15 new teachers each year. It has been a priority of the administration to recruit, nurture, develop and retain quality staff as indicated by retention numbers, positive feedback on the school survey, and progress in the Danielson rubric. Last year, the school administration received high marks on the school survey from teachers. We are looking to maintain this performance, and retain our quality teachers.

### 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.

Retain 90% of all teachers rated effective and higher.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>14. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>15. Strategies to increase parent involvement and engagement</li> <li>16. Activities that address the Capacity Framework element of Trust</li> </ol>			
Build staff trust and capacity through Critical Friends Groups	Teachers	On going 9/5/14- 6/30/15	CFG trained staff (4 teachers and 1 AP)
Give teachers targeted feedback around instruction and professionalism in mid-year check ins.	Teachers	January- February 2015	AP and Principal
Support teachers programmatically by ensuring they have manageable course loads and professional assignments	Teachers and counselors	September/ October 2014 and again in May/ June 2015	Guidance Counselor and Principal

Meet regularly with the UFT Consolation Committee to vet school wide decisions and actions	Consultation Committee and Teachers	On going 9/5/14-6/30/15	UFT Chapter Leader and Principal
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**Part 4 – Resources Needed**

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

Contractual time after school to dedicate to CFG group meetings, Funds for CFG training of staff members, Per session for CFG training of all staff during staff week, per session money to support meeting time as necessary

**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.

**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:

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

Mid year check ins complete, Standing Consultation Committee meeting time and day.

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

- |   |   |     |  |    |
|---|---|-----|--|----|
| 7. Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes |  | No |
|---|---|-----|--|----|
8. 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

9. 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).
10. 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.

**Needs and Strengths:** As a growing school, we are constantly building and refining systems that work with our overall school community. Our use of Global Connect as an outreach tool has been helpful, but is not achieving desired results in terms of proactive communication and minimally invasive alerts about upcoming events. After surveying parents and talking in depth with the SLT, we are looking to get a better platform for outreach and for our website. We believe that this type of outreach and publicity around events will encourage parents and students to use the community resources of the school, including our Saturday Academy, our student celebrations, our afterschool opportunities, the full service Montefiore clinic, etc.

### 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.

Improve outreach to families around celebration, issues of concern and upcoming events in order to increase to 60% from 45%the percentage of families attending a WSA sponsored event, meeting, or family conference.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>18. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>19. Strategies to increase parent involvement and engagement</li> <li>20. Activities that address the Capacity Framework element of Trust</li> </ol>			
Adoption of a communication platform that allows us to email, call and text parents information regarding the school and their child.	parents	Purchase platform by December and begin training and utilization by January.	Community associate and community coordinator.

Improvement of WSA's use of social media to promote communication, planning and community building	Parents and students	Ongoing 9/5/14-6/30/15	Community associate and parent coordinator
Hosting at least 5 community events to encourage parental engagement and attendance, including a college workshop and awards dinner.	Parents and students	On going 9/5/14-6/30/15	Community coordinator, COSA and college counselor
Poll parents and families around events of interest	Parents, parent association	November 2014	Parent coordinator and college counselor

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Title 1 and TL money to support the Saturday Academy and college meetings (per session, food, transportation funds), OTPS funds to support Awards dinner and WSA Symposium, funds to support purchasing Blackboard as an outreach service, dedicated time from a community line to support event planning, management of social media and outreach and parent polls. Dedicated funds to support a college counselor/ school social worker line.

**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**

<b>Part 6a.</b> 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.				
<u>Adopt a comprehensive communication platform and host at least 3 community events with targeted parental attendance.</u>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
9. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	<ol style="list-style-type: none"> <li>1. IEP data</li> <li>2. Anecdotal referrals from teachers</li> <li>3. Performance on common WSA tasks</li> <li>4. Performance on 7<sup>th</sup> and 8<sup>th</sup> grade exams</li> </ol>	<ol style="list-style-type: none"> <li>21. Wilson Reading Program</li> <li>22. Reading Lab</li> <li>23. Close and Interactive reading/ Annotation</li> <li>24. Silent Sustained Reading Program</li> <li>25. After school targeted tutorial through the WSA Afternoon Academy</li> </ol>	<ol style="list-style-type: none"> <li>11. Small group</li> <li>12. Small Group</li> <li>13. Whole class</li> <li>14. Whole Class</li> <li>15. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the day and after school</li> <li>2. During the day and after school</li> <li>3. During the day</li> <li>4. During the day</li> <li>5. After School</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>11. IEP data</li> <li>12. Anecdotal referrals from teachers</li> <li>13. Performance on common WSA tasks</li> <li>14. Performance on Regents</li> </ol>	<ol style="list-style-type: none"> <li>1. IXL Math Support</li> <li>2. Math Lab</li> <li>3. After school targeted tutorial through the WSA Afternoon Academy</li> <li>4. Extended period for Common core Algebra 1 Class</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Small Group</li> <li>3. Small Group</li> <li>4. Whole Class</li> </ol>	<ol style="list-style-type: none"> <li>1. After School</li> <li>2. During the day</li> <li>3. After school</li> <li>4. During the day</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. IEP data</li> <li>2. Anecdotal referrals from teachers</li> <li>3. Performance on common WSA tasks</li> </ol>	<ol style="list-style-type: none"> <li>4. After school targeted tutorial through the WSA Afternoon Academy</li> <li>5. Close and Interactive reading/ Annotation</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Whole Class</li> </ol>	<ol style="list-style-type: none"> <li>11. After school</li> <li>12. During school</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. IEP data</li> <li>2. Anecdotal referrals from teachers</li> <li>3. Performance on common WSA tasks</li> </ol>	<ol style="list-style-type: none"> <li>1. After school targeted tutorial through the WSA Afternoon Academy</li> <li>2. Close and Interactive reading/ Annotation</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Whole Class</li> </ol>	<ol style="list-style-type: none"> <li>1. After school</li> <li>2. During school</li> </ol>

		<ol style="list-style-type: none"> <li>3. Saturday Academy</li> <li>4. Remedial class embedded in the school day</li> </ol>		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> <li>1. IEP data</li> <li>2. Anecdotal data from teachers</li> <li>3. Counseling referral form</li> <li>4. Mentorship check ins</li> </ol>	<ol style="list-style-type: none"> <li>1. Counseling support provided by 2 Social Workers and one counselor</li> <li>2. Dean/ culture support and reintegration behavior plans</li> <li>3. Mentorship</li> <li>4. Groups and clubs (young women/ men's club, GSBA)</li> <li>5. Utilization of Montefiore clinic counseling support</li> <li>6. Mediation and peer mediation</li> </ol>	<ol style="list-style-type: none"> <li>1. One on one</li> <li>2. Whole school/ small group</li> <li>3. Small Group</li> <li>4. Individual</li> <li>5. Whole school/ small group</li> </ol>	<ol style="list-style-type: none"> <li>1. During School</li> <li>2. During School</li> <li>3. After school</li> <li>4. During and after school</li> <li>5. During and after school</li> </ol>

## Section 7: Title I Program Information

### Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

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

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

#### 2a. Highly Qualified Teachers (HQT)

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

We have a multi-step interview process that involved a demonstration lesson, portfolio submission and two rounds of interviews to ensure candidates are qualified and committed to the school model. We create a professional learning community through department teams, critical friends groups and teacher leader/ mentors that supports teacher development and has led to the development of high quality teachers.

#### 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).

Weekly professional development around CCLS and Danielson, Critical Friends Groups to support growth and capacity building. We also have multiple leadership opportunities for staff. We also have a week long staff induction for teachers in the summer to prepare teachers for school opening.

### 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.

At WSA, all teachers participate in the departmental creation of college ready performance tasks which augment traditional exams modeled on state assessments. These performance tasks include argumentative and expository writing, group work process, presentations and lab work. We conduct summer PD to support new teachers in this process, and we have weekly departmental time to support this work throughout the year.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	X	X	9, 11, 14, 16, 18
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	X	X	9, 11, 14, 16, 18

**<sup>1</sup>Explanation/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:

2. 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.
3. 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.

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

4. **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).
5. **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.
6. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
7. **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.
8. **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.
9. **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:

10. **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.

11. **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.
12. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
13. **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.



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### **Parent Involvement Policy (PIP)**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-

Teacher Association) and Title I Parent Committee;

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



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### **School-Parent Compact (SPC)**

Westchester Square Academy (WSA), 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 1<sup>st</sup> 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 <b>8</b>	Borough <b>Bronx</b>	School Number <b>558</b>
School Name <b>Westchester Square Academy</b>		

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

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>253</b>	Total number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>7.91%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Discrete ESL class										1	1			2
Push-In										8				8
<b>Total</b>	0	0	0	0	0	0	0	0	0	9	1	0	0	10

### B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	9		1	6		4	5		2	20

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	
<b>Total</b>	9	0	1	6	0	4	5	0	2	20
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0			2
Intermediate(I)										4	2			6
Advanced (A)										5	7			12
Total	<b>0</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>20</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	2	1	2	1
Geometry	2		1	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Other <u>Spanish</u>		3		3
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns show that last year all but one student improved their overall proficiency by at least one level. Two of the eleven

total ELLs who entered last year scored high enough to test out. Schoolwide, we have a very small number of beginner ELLs (both 9<sup>th</sup> grade students labeled beginners also have IEPs for language processing issues). The majority of ELLs at WSA are at the advanced level, and subscores from previous years show that the majority of these students have reached proficiency in speaking and listening but have not yet achieve proficiency in reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Since we did not receive information from the state about student performance in the different modalities, planning to meet student needs in these areas is somewhat challenging. However, because the ELL population at our school is relatively small, we are currently able to meet one-on-one with every ELL throughout the year to administer diagnostic exams and determine individual needs based on a combination of data and informal student interviews about areas of strength and weakness. We consult AMAQ data throughout the year to supplement individual student interviews and determine programming needs and changes. The data shows that all but one of the current 10<sup>th</sup> grade students have shown progress in their overall proficiency levels on the NYSESLAT. For current 9<sup>th</sup> graders, a number are considered at-risk because of holdover, long-term ELL status, disability status, lack of yearly progress on the NYSESLAT, and attendance. However, last year several ELLs faced many of the same factors and achieved progress nonetheless, most likely because of the level of targeted support WSA was able to offer.

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

a. As described earlier, current 10<sup>th</sup> graders have demonstrated clear progress in overall proficiency levels on the NYSESLAT. Few students take Regents exams as freshmen, so the data pool is quite small, but so far the majority of our students taking Regents in English have been successful.

b. The school uses the results of periodic assessments to inform programming decisions as well as targeted instruction in co-taught ELA classes and after-school support.

c. The school is learning the specific areas in reading and writing that individual ELLs need more support and instruction with. For instance, some ELLs struggle with skills like determining the main idea of a story while others need to spend more time building vocabulary. When possible, students are given analogous tests to determine if they face the same struggles in reading comprehension and writing in their native languages as well or if their challenges are limited to English language selections.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

All teachers receive training on differentiating instruction for different populations, including ELLs, throughout the year. All teachers have access to ELLs' performance levels and progress via a spreadsheet located on the school's shared document server, so they can consult this document as necessary when planning instruction. The ELL coordinator also checks in with teachers in each department in person or via email at least once a month to ensure that ELLs' needs are being met and to offer feedback and advice on addressing issues related to language faced in content-area classes.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

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

## Part IV: ELL Identification Process

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

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

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

Newly-admitted students who transfer from other NYC public schools should already have HLIS and LAB-R data on file. For these students, Ms. Rann, the ESL coordinator, checks their ATS records and assigns them to classes for the appropriate level of ESL instruction within 10 days of registration.
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Immediately following the scoring of the LAB-R, an entitlement or non-entitlement letter is sent out in the family's preferred language, along with a brochure describing the three ELL options and a selection form. Copies of letters that are sent out are kept in students' individual files in the main office. Contact information and dates for an ELL parent orientation or individual meeting are included. The ESL coordinator contacts parents, using a translator if necessary, to schedule an orientation meeting within 10 days of their student's enrollment. At the fall parent orientation session or at individual meetings, parents are invited to watch a video--in their preferred language if available--explaining the transitional bilingual, dual language, and ESL options. They are then asked to complete the selection form. Translators will be present whenever possible to assist in answering questions; otherwise, we use the telephone translation service. If a parent chooses an option other than ESL, he/she is informed of his/her right to transfer his/her child to a school that provides the program of his/her choice. If the parent chooses to keep his/her student in WSA's ESL program, this decision is recorded on the appropriate form. If a parent does not attend a parent meeting or respond to our letter and phone calls with the completed selection form, their child is placed in ESL. If at any point our school provides a bilingual program in the student's language, students whose parents do not respond will be placed in the bilingual program instead. In any case, students are placed in an ESL program within 10 days of enrollment if they qualify. Records of parent choices are kept in students' individual files.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

See response 2 above.
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

See response 2 above.

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

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

The ESL coordinator works closely with the testing coordinator to schedule, administer, and score the four parts of the NYSESLAT within the appropriate time frame. The ESL coordinator also attends all turnkey trainings in the months leading up to the testing period and trains other ESL staff to administer and score tests as necessary.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
We haven't had to administer any Home Language Surveys yet, but based on the surveys completed by parents when their children first entered the NYC DOE system, 14 requested ESL instruction and 6 requested TBE. WSA currently only offers freestanding ESL instruction, but if the number of parents requesting a TBE program reaches the required minimum, we will work to offer an appropriate program. We are closely monitoring this data as we continue to grow, and we also communicate with parents regularly to ensure that they feel their students' language needs are being met and that they are aware of all of their options with regard to educational choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

a. Our ESL program consists mainly of push-in classes (co-taught by one teacher certified in the content area and one ESL-certified teacher) but also includes a pull-out class in which an ESL-certified teacher works with a small group of ELLs requiring extra instruction.

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Our Spanish teacher, Lacey Vargas, administers the Spanish LAB to newcomers for whom Spanish is a first language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ESL teacher includes specific objectives for speaking, listening, reading, and writing in every ESL pull-out class session to ensure that ELLs are constantly learning, practicing, and reviewing skills within all four modalities. While every modality is not formally assessed in every lesson, each modality is tapped in every lesson and assessed at least twice a week. These modalities are more formally assessed via quarterly exams as well as running records for each student in each area. The ESL teacher uses data from exams as well as student portfolios to inform instruction and target areas of weakness.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Plans for SIFEs are developed on an individual basis. Whenever possible, the ESL and content area teachers identify SIFEs before the year starts and then work with their parents to create IEPs for them. Teachers consider factors such as the student's literacy in his/her first language; number of years without school; whether or not he/she is accustomed to following school norms; the quality of the student's previous education; his/her current skills in all content areas; and the presence of basic skills necessary for classroom learning and

participation, such as note-taking, studying, and completing assignments on time. Once these factors are evaluated, teachers scaffold content lessons appropriately, utilizing many of the same strategies applied to sheltered instruction for non-SIFE ELLs but with increased focus on specific areas of skill-and content-based need.

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

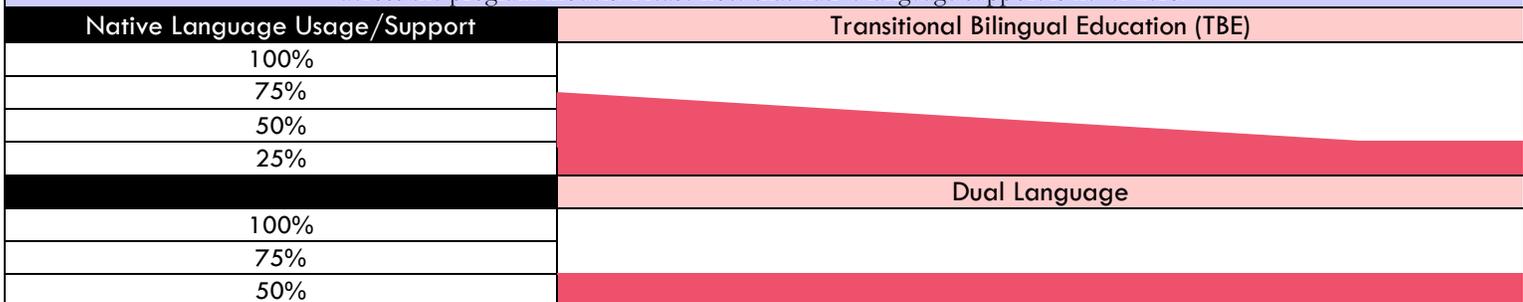
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Each department (ELA, math, history, and foreign language) administers formal assessments every quarter. Department members review the data to note deficiencies, skill needs, and subgroup performances. All of our ELL subgroups are included in this assessment cycle and data analysis, and from this data department members (including the ESL coordinator) determine reteaching needs and special support needs. Any student flagged for extra support is entitled to receive any or all of the following intervention services: office hours after school; special grouping considerations; and extra reading and writing support during extended day. All ELLs also receive testing accommodations, and they also have access to Rosetta Stone English online, which they can access both at school and at home.
- All core content classes (ELA, history, foreign language, and math) focus on strengthening students' literacy, reading, and writing skills. All of these classes hold regular Socratic seminars and engage in structured collaborative work to build speaking proficiency. Furthermore, advisors of ELLs reaching proficiency are notified and asked to report any difficulties they notice students having related to language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current academic program combines a rigorous curriculum with ample scaffolds and appropriate differentiation in order to ensure that all students are able to develop the skills necessary to complete high school and begin college. ELLs are held to the same expectations as other students, but are given extra supports to ensure that they can access the material and complete assignments. The small size of the school gives teachers and administration the ability to track ELLs' progress closely in all classes and collaborate to ensure that ELLs are supported. The improvement in NYSESLAT scores last year demonstrates the effectiveness of this model for ELLs at WSA.
11. What new programs or improvements will be considered for the upcoming school year?
- Students and staff are working to form peer tutoring and mentoring clubs that will offer services to the student body, including ELLs. Our ESL coordinator also hopes to offer a Wilson intervention course next year to help develop ELLs' phonemic awareness and decoding skills.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate fully in school life at Westchester Square Academy. All ELLs belong to integrated and interest-based mentorship groups with a mentor teacher who will remain with each group of students for all four years. These groups meet 4 times a week for 30 minutes. ELLs are encouraged to participate in all athletic and after-school activities. Additionally, all teachers hold office hours after school that are available to any students wanting extra help, including ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs have access to school laptops with internet access before and after school as well as for use during some core content classes. ELLs are also enrolled in online Rosetta Stone English, which they can access both at school and at home with ESL teachers keeping track of progress. There are also picture dictionaries and bilingual dictionaries available for use in every classroom library.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Bilingual and picture dictionaries and/or a laptop with an online bilingual dictionary are made available to ELLs and former ELLs in ELA and content-area classes. Content-area teachers often provide ELLs with ancillary texts related to the subject material in the student's native language and/or translations of the material being studied in class.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ESL coordinator monitors native language texts closely to ensure that they are age, subject, and grade-level appropriate for every student. These texts help activate students' schema in content-area classes, allowing them to more effectively interact with English-language content-area material.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

## Part VI: LAP Assurances

School Name: <u>Westchester Square Academy</u>		School DBN: <u>08X558</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sara Dingley	Principal		11/14/13
Gregory Aamir Rodriguez	Assistant Principal		11/14/13
Eva Caceres	Parent Coordinator		11/14/13
Claire Rann	ESL Teacher		11/14/13
Kathy Santiago	Parent		11/14/13
Kristin Antoniotti	Teacher/Subject Area		11/14/13
Lacey Vargas	Teacher/Subject Area		11/14/13
Pablo Schelino	Coach		11/14/13
	Coach		
Tasha Henry Wilson	Guidance Counselor		11/14/13
Michael Alcott	Network Leader		11/14/13
	Other _____		
	Other _____		
	Other _____		

	Other _____		
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**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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