

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M250

School Name:

M.S. 250 WEST SIDE COLLABORATIVE MIDDLE SCHOOL

Principal:

NOVELLA BAILEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: West Side Collaborative Middle School School Number (DBN): 03M250
Grades Served: 6,7,8
School Address: 735 West End Avenue New York, NY 10035
Phone Number: 212.866.6313 Fax: 212.678.5295
School Contact Person: Lorraine Pierre Email Address: lpierre@schools.nyc.gov
Principal: Novella Bailey
UFT Chapter Leader: Steven Schiff
Parents' Association President: Amy Murray
SLT Chairperson: Lorraine Pierre
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mary Sumayah
Student Representative(s):

District Information

District: 3 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 W. 93rd Street New York, Ny 10025
Superintendent's Email Address: ialtschul@schools.nyc.gov
Phone Number: 212-678-5857 Fax: (212) 222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue 8th Floor
Director's Email Address: Ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Novella Bailey	*Principal or Designee	
Steven Schiff	*UFT Chapter Leader or Designee	
Amy Murray	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Mary Sumayah	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kathleen Gold	Member/ Teacher	
Lorraine Pierre	Member/ Teacher SLT Chair	
Serene Ranga	Member/ Parent	
Jennifer Olssen	Member/ Parent	
	Member/ Parent	
Deneen Jones	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Natasha Knight	Member/ Teacher	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

West Side Collaborative Middle School (WSC) seeks to build student independence by providing engaging learning experiences that support students so they can analyze, synthesize, and take ownership of their learning to move towards independence and self-advocacy. School staff works closely in collaborative teams to develop curricula across content areas that allow students to demonstrate their understanding and make their thinking visible. Student digital portfolios and student-led conferences are school-wide practices that support students in articulating learning goals, reflecting on their body of work, and articulating ideas about their learning to parents and peers.

The school community aligns curricula to the Common Core Learning Standards (CCLS) through strategic planning done in collaboration within the school's content area teacher teams and grade level team meetings. The school schedule provides time for weekly grade level humanities teams and math teams to meet to refine curricula. The school community recognizes that each student has their own unique learning profile and works in collaboration to develop curriculum that is aligned to the CCLS and is also responsive to the specific needs of each learner in the school community.

Literacy teacher teams utilize resources from the Department of Education recommended Expeditionary Learning curriculum as well as Columbia University's Teachers College Reading and Writing Workshop to develop a year-long curriculum for students which addresses the CCLS with an emphasis on critical thinking and textual analysis. Literacy leaders from each grade team meet periodically to reflect on development of curriculum to ensure common practices across grade levels to support reading comprehension strategies as well as the school's independent reading program.

The math teacher team utilizes resources from EngageNY and Connected Math to develop their CCLS aligned year-long curriculum across grade levels. Within meetings the math team utilizes data from state exams and teacher developed periodic assessments to identify high leverage areas of instructional focus for each grade. In addition to the core curriculum, teachers also develop curriculum for weekly focus classes where students are grouped based on analysis of assessment data for targeted instruction that support students' needs for academic intervention and or enrichment in relation to specific learning standards.

28% of students have IEPs and 7% of our students are English Language Learners. Grade level teacher teams and special education teachers work in collaboration to ensure instruction meets the needs of all learners through flexible groupings and needed modifications and supports that facilitate student achievement.

As a participating school in the NYCDOE's Teacher Incentive Fund, teacher leaders in the roles of peer instructional coaches and demonstration teachers support the professional learning community at WSC through developing inter-visit cycles and post-visit de-briefing sessions for staff emphasizing high leverage instructional strategies aligned to school goals. Teacher teams also collaborate with consultants from Teaching Matters to engage in practices supporting use of assessments and the online assessment tool, Mastery Connect. Teaching Matters consultants also collaborate with teachers in developing aspects of the school's online portfolio structure.

West Side Collaborative also has partnerships with organizations such as Urban Advantage to support student access to hands on learning and science institutions across the city. As part of the school's science curriculum, students engage in a week-long science course where they study topics such as human biology, hydrology, ethology, and rocketry using the principles of inquiry based learning. The school also has engaged in partnerships with Symphony Space as part of the school's arts curriculum.

One area where West Side Collaborative Middle School has made progress is supportive environment. Currently at WSC, students develop online portfolio websites where they have the opportunity to showcase student work products, engage in reflection on meeting academic goals, and provide evidence of their progress towards meeting and exceeding grade level academic standards. In June, students prepared portfolio presentations for their peers, teachers, and family members where they articulate their academic journeys in a 10-15 minute multimedia presentation. The portfolio process is aligned to the school's goal of cultivating self-reflective empowered young people who through self-awareness can become advocates for their own learning at the high school and college level. Teachers collaborate to develop curriculum that supports students in setting academic goals, reflecting on and revising student work, and creating dynamic and engaging portfolio presentations. In this area the school has continued to make progress in creating a strong culture of learning for parents, students, and teachers.

One area of focus for West Side Collaborative Middle School is Rigorous Instruction. Based on 2015 Quality Review feedback and teacher observation data, ensuring that all students including ELLs and SWDs receive appropriate instructional supports to support academic achievement is a next high leverage instructional goal for MS 250. The core teacher team, in collaboration with the principal, are developing the professional learning plan for teachers to support school progress with this goal.

03M250 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	189	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				5
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	66.3%	% Attendance Rate		93.2%
% Free Lunch	66.8%	% Reduced Lunch		3.7%
% Limited English Proficient	7.4%	% Students with Disabilities		29.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		40.0%
% Hispanic or Latino	46.8%	% Asian or Native Hawaiian/Pacific Islander		3.2%
% White	8.9%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.68	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		3.69
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.9%	Mathematics Performance at levels 3 & 4		8.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		33.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		83.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Key student outcomes on state data indicated on the 2015 Framework for Great Schools report indicated that MS 250’s Progress Rating is “Exceeding target”. However, percentages of students at grade level for state standards in ELA, Math, and Science, fell below the city and district average. 15.2% of students performed at or above grade level on the 2015 New York State Math Assessment. Revisions to instructional plans are needed to ensure student engagement in ambitious intellectual activity to support the development of critical thinking skills. The analysis of student data and curriculum maps across content areas and grade levels revealed the need to align all performance tasks to the CCLS. These tasks will provide students with opportunities to engage in critical thinking and demonstrate understanding of grade level concepts in mathematics.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

All teacher teams will engage in aligning curriculum to the Common Core Learning Standards for math and resulting in the development and implementation of comprehensive CCLS aligned instructional Programs that support access for all learners including SWDs and ELLs in grades 6-8 as evidenced by a 3%-5% improvement in the percentage of math students performing at the 75% growth percentile or higher on the 2016 NYS Math Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will review current curricula in Math to determine necessary modifications to or development of learning/performance assessment tasks that ensure alignment to the CCLS. Teachers will collaborate to develop lessons and instructional modifications to meet the needs of all students including ELLS, and Special Education students. Personalized Learning Modules and Focus classes across content areas provide students with targeted instruction informed by student assessment data.</p>	<p>All Students/Teachers</p>	<p>Spring 2015- Fall 2015</p>	<p>Math Peer Collaborative Teacher/Principal</p>
<p>Teacher teams will implement performance tasks and evaluate student understanding and mastery of key learning concepts within units using CCLS aligned rubrics. Math team will engage in periodic data walks with consultants from teaching Matters to identify needed adjustments to curriculum and performance tasks (TM consultants meet with math team in November, January, February and March and May)</p>	<p>All Students/Teachers</p>	<p>Ongoing- September- June</p>	<p>Math Teachers, Peer Collaborative Teacher Leader</p>
<p>Curriculum Night--Teachers and school staff engage families understanding the learning targets for the year, and strategies to support student's learning at home</p>	<p>All Students/Families</p>		<p>Principal, Teachers, Guidance Counselor, Parent Coordinator</p>
<p>Weekly math team meetings are used to reflect on curriculum, unit alignment to key learning standards, and engage in assessment of student data. Peer Collaborative Teacher and Principal join meetings</p>	<p>Teachers</p>		<p>Teachers, Peer Collaborative teacher Leader,</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teacher schedules will provide time for common planning led by teacher leaders to facilitate engagement in curricular planning. Teacher Leaders will have additional release time to engage in curricular planning and provide resources for teacher teams. Consultants from Teaching Matters will provide additional professional learning support to grade level teams, math teams, and teacher leaders.</p>

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February mathematics curriculum for grades 6,7,8 will be reviewed by math teams to ensure alignment to key CCLS on each grade level. Mid-year assessment data from students' winter assessments will be used to analyze students' progress towards mastery of grade level standards. Online data trackers from Assessment program Mastery Connect will be used to analyze baseline data and compare it to winter assessment data to indicate school progress toward our goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the School Quality Guide, MS 250 received an “Exceeding Target” for student progress, and a “meeting Target” for student achievement. However, 28% of students met 2015 State Standards in ELA, and 15% of students met 2015 State Standards in Math. Based on teacher observations and School Quality Review feedback the need for assessment practices across content and grade levels emerged as an area of focus to support rigorous instruction for all students and create a challenging and supportive environment that will foster student achievement. During the 2014-2015 school year teachers piloted Mastery Connect as an online tool to track formative and mid unit assessments. This year all teacher teams are collaborating in their use of Mastery Connect to track student performance, analyze assessment data, and engage in inquiry within content specific grade level teams. On the 2014-2015 School Survey the school received 98% positive responses in the area of collaborative teachers. However 24% of staff did not strongly agree that they had enough professional learning activities that allowed for productive collaboration with their colleagues.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 all teachers will have received targeted professional learning experiences to support effective use of assessments that informs instructional practice resulting in a 3-5% increase in the school wide average of all teachers’ proficiency in the area of 3d-Use of Assessment In Instruction in the Advance system for Measures of Teacher Practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will engage in classroom inter-visitations designed and or led by their teaching leaders to support understanding of best teaching practices</p>	<p>All teachers</p>	<p>Cycle 1: Septemeber - October</p> <p>Cycle 2: November- December</p> <p>Cycle 3: January- March</p> <p>Cycle 4: April- June</p>	<p>Peer Collaborative teachers, Model Teachers, Principal</p>
<p>Teachers will engage in monthly learning groups led by colleagues with a focus on checks for understanding, and use of assessments to inform instruction. Resources utilized include EngageNY, and the online DOE resources to support instruction for ELLS</p>	<p>All Teachers</p>	<p>Ongoing from September- June</p>	<p>Peer Collaborative Teachers, Principal</p>
<p>Peer Instructional Coaches are released during the week to coordinate inter-visitation cycles for the staff, develop professional development, visit classrooms, and provide personalized one-on-one coaching to teachers. Educational consultants from Teaching Matters work with teacher teams to support use of formative assessments. Team agendas and assessment data are reviewed by principal and Teacher Leader Team.</p>	<p>All Teachers, Peer Collaborative Teachers</p>	<p>Ongoing from September- June</p>	<p>Peer Collaborative teachers</p>
<p>Parent workshops to support parents in understanding the CCLS, and the school’s CCLS aligned progress reports including strategies to support student learning at home.</p>	<p>All Teachers and teacher Leaders</p>	<p>September- December</p>	<p>Peer Collaborative Teachers, Principal Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule allows for Peer Collaborative Teachers to engage in planning professional learning, one-on-one coaching, and meetings with school leadership to facilitate effective teacher collaborations. Parent workshops will be designed in collaboration with parent coordinator and teacher leaders.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teacher Advance Data analysis in February in relation to Danielson Framework for teaching component and 3d(use of assessment in instruction) will indicate teacher progress in relation to teacher practices.

Teacher Professional Learning Evaluations will be administered to teachers in February and reviewed by principal and teacher leaders to identify progress towards goal in relation to teacher collaborations and professional learning.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Although MS 250’s Middle School Quality Snapshot indicates that student progress on the State English test was “excellent” and the improvement on the State Math test was “good”, percentages of students at grade level for state standards in ELA, Math, and Science, fell below the city and district average for the 2014-2015 school year. Advance teacher reports and School Quality Review feedback indicate use of assessment in instruction and providing appropriate instructional scaffolds to support all learners as an area of focus to improve instruction. Framework for Great Schools Report 2015 indicates that MS 250 performed above the city-wide average in all areas in the area of School Leadership. However, the measure of inclusive principal leadership received a score of 65. An area where the school can further enhance leadership is through inclusive leadership strategies to provide relevant and differentiated professional development for all staff to support student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 school leaders will have developed and implemented a differentiated professional development plan that builds teachers’ capacity in relation to their individual professional goals and school-wide instructional focus of use of assessment to inform instruction for all learners as evidenced by a 3-5% increase in the school-wide teacher average in HEDI scores for components 3c (Engaging Students in Learning) in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Peer Collaborative Teachers collaborate with Principal to develop professional development calendar that connects to school-wide foci	All Staff	June-September with modifications based on feedback	PCT, Principal
Peer Collaborative Teachers collaborate with Principal to design curriculum for monthly learning groups to support staff's understanding of school-wide instructional focus using principles outlined in A Handbook For Professional Learning: Research, Resources, and Strategies for Implementation.	All Staff	Ongoing September-June	PCTs Principals
Peer Collaborative Teachers and Model teachers engage in personalized supports for select teachers utilizing one-on-one coaching model including modeling, de-briefing, co-planning and co-teaching.	All Staff	Ongoing September-June	PCTs
Teachers engage inter-visitation cycles coordinated by Peer Collaborative teachers to observe best practices modeled by demonstration teachers in relation to 3c in the Danielson Framework with a focus on targeted rigorous instruction	All Staff	Ongoing September-June	Principal, PCTs, Model teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Coverages will be provided during school day to support teacher mentoring and inter-visitations. Schedule is designed to provide common planning time for principals and teacher leaders.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teacher Advance Data analysis in February in relation to Danielson Framework for teaching component and 3c(student engagement in learning) will indicate teacher progress in relation to teacher practices.

Teacher Professional Learning Evaluations will be administered to teachers in February and reviewed by principal and teacher leaders to identify the school's progress towards the goal in relation to effective student engagement and targeted professional learning to impact student outcomes.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	If student has not met promotional criteria or is below a 2.0 on state ELA exams.	Explicit teacher directed ELA Reading and Writing Lessons in weekly Focus classes, Read Alouds and Shared Reading of texts used for teacher modeling of skills and strategies to support students' progress towards mastery of CCLS. Online educational resources (Starwalk and Zoom In) are used to support students in building reading stamina and building comprehension skills.	Weekly small group instruction designed with skills and strategies to support student progress towards mastery of CCLS for ELA in grades 6,7,8. Tutoring for students based on student's performance on CCLS aligned assessments will begin in February and continue throughout the rest of the school year.	During the school day
Mathematics	If student has not met promotional criteria or is below a 2.0 on state Math exams.	Explicit teacher directed lessons on key CCLS standards and math practices in weekly Focus classes. Online educational resources are used to support students in building stamina, and essential problem solving skills.	Weekly small group instruction designed with skills and strategies to support student progress towards mastery of CCLS for Math in grades 6,7,8. Tutoring for students based on student's performance on CCLS aligned assessments will begin in January and continue throughout the rest of the school year.	During the school day
Science	If student has not met promotional criteria or is below a 2.0 on state ELA	In grades 6-8 students work in small groups to analyze difficult	Small group instruction/Tutoring/Co-Teaching	During the school day

	exams. Report card grades are 65%	content specific non-fiction text. Push in teachers support students with science course work aligned to CCLS expectations for content specific reading.		
Social Studies	If student has not met promotional criteria or is below a 2.0 on state ELA exams. Report card grades are 65% or lower in Social Studies.	In grades 6-8 students work in small groups to analyze difficult content specific non-fiction text. Push in teachers support students with social studies course work aligned to CCLS expectations for content specific reading.	Small group instruction/Tutoring/Co-Teaching	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Factors evaluated to determine needs for AIS include temporary housing, overage, truant, chronic absences, has experience trauma or loss.	Counseling Bereavement Group	Small group, one-to-one	During the school day

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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>At WSC, we value the growth of teachers over time and see it as our responsibility to support them in this growth process.</p> <p>Teachers are provided with many professional growth opportunities, including:</p> <ul style="list-style-type: none"> • Participation in workshops (PROSE, Teaching Matters, Network sponsored ELA, Math Special Needs and Guidance Workshops, PD on Danielson Framework through TIF Peer Instructional Coaches, admin, iZone workshops, etc. • Several teachers are participants in the Teacher Incentive Fund Grant and support the schools professional learning community through their roles as Demonstration Teachers and Peer Instruction • Consultants are brought into the school to work with individuals, teams and full staff on a wide range of educational areas including CCLS aligned instruction, instructional strategies for ICT partnerships, blended learning and technology integration • Opportunities for school funded attendance at summer institutes • On site professional development addressing areas such as curriculum development and data analysis in relation to the CCLS • All teachers participate in "PD Days" when they are released from teaching in order to meet with School Leader, gather data on their students, analyze and organize data, and create a plan for instructional shifts aligned to student needs and the demands of the CCLS. • Teacher Mentoring – one-on-one, through team structure, new teacher luncheons, network instructional staff support, PD opportunities and Peer Instructional Coaches. Consultants are brought into the school to work with individuals, teams and full staff on a wide range of educational areas <p>Teacher Leadership</p>

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

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

WSC Teacher Recruitment Process

Initial Steps:

Create job description and identify key criteria

Advertise vacancy through New Teacher Finder and Open Market

Advertise vacancy through established college partnerships; Bank Street College, Fordham University, NYU, Teacher's College

Next Steps:

Administration reviews resumes and selects candidates for interviews

Office staff schedule interviews

Principal (+ one teacher leader, when available) do initial interviews

Recommendations requested for promising candidates

Strongest candidate's resumes and recommendation summaries are shared with team that has the vacancy. Team selects

candidates for further interviews.

Office staff schedules second cycle of interviews

Final Steps:

Teams interview candidates (open to all staff or interview committee members when a number of vacancies exist)

Strong candidates are invited in for a school visit and opportunities to interact with students

Administration and teacher team members/interview committee review candidates and make final selection.

2b. High Quality and Ongoing Professional Development

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

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

Teachers are provided with many professional growth opportunities, including:

- Participation in workshops (Teaching Matters, T.C.'s Reading and Writing Institutes, implementation of CCSS aligned curriculum and effective teaching practices aligned to the Danielson Framework for Teaching)
- Consultants are brought into the school to work with individuals, teams and full staff on a wide range of educational areas including CCSS aligned assessments for Math and ELA
- Opportunities for school funded attendance at summer institutes
- On site professional development addressing areas such as curriculum development and data analysis in relation to the CCSS
- All teachers participate in "PD Days" when they are released from teaching in order to meet with school leadership

gather data on their students, analyze and organize data, and create a plan for instructional decisions aligned to student needs and the demands of the CCLS.

- Teacher Mentoring – one-on-one, through team structure, new teacher luncheons, network instructional staff support

and above PD opportunities

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.

Teachers have participated in the NYCDOE assessment grant program for the 2012-2013 school year. Many staff members are trained in the practice of aligning assessments to the CCLS across content areas. These staff members are leading colleagues' work in this area 2015-2016. Teacher leaders collaborate with consultants from Teaching Matters to evaluate and refine teacher team practices regarding use of student assessments. As a Teacher Incentive Fund School, Peer Collaborative Teachers and Model Teachers work with DOE support staff and principal to design professional learning plans for teachers. Teacher teams engage in the process of norming grades on assessments to build a common understanding of grade level work. Assessment data is used to inform instruction, groupings, and interventions. Teacher leaders are part of the cabinet and help set policies. Teacher teams work collaboratively on curriculum and common expectations.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	89,395.00	X	Section 5A, Section 5C, Section 5D
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,314,008.00		Section 5A, Section 5C, Section 5D

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[West Side Collaborative]**, 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. **[West Side Collaborative Middle School]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Novella Bailey	Assistant Principal NA
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Stephanie Caruso	School Counselor Wonda Perez
Teacher/Subject Area type here	Parent Mary Sumayah
Teacher/Subject Area type here	Parent Coordinator Beatrice Rodriguez
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Ilene Altschul	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	181	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							0	0	0					0
Dual Language							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	4

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	1	0	0	5	0	1	4	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**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																		
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0									0	0
SELECT ONE 0																			0	0
SELECT ONE 0																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							3	3	3					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Italian														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0						1							0
Emerging (Low Intermediate)									1					0
Transitioning (High Intermediate)								2	1					0
Expanding (Advanced)							2	1	2					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	1	2					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	0	0					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	1		1						0
7	3								0
8	2		2						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Teacher-created assessments as well as Diagnostic Reading Assessments are used in accessing the early literacy skills of our ELLs. ELLs have one self-contained class a week, known within the school as the ENL Personal Learning Module (PLM). Upon entry into West Side Collaborative, students are given a series of persuasive, informational, narrative writing tasks. The writing tasks are given school-wide and are based on the Teacher's College model of persuasive, informational, and narrative writing tasks. The ELL Coordinator, Stephanie Caruso, reviews these results and determines if the students will need the additional one-on-one ENL classes or if they will remain with the pull-out/push-in model throughout their coursework and studies and the PLM class. This information is also decided based on the students' level of ELL status and minutes required.

Data gathered in the ENL PLM class greatly impacts the school's instructional plan. Quantitative data available to support the success of this class is that 90% of ELL ELA scores increased because of this class focusing on reading and writing skills. Additionally, 85% of ELL History scores (also heavy in literacy) increased.

WSC also uses the Diagnostic Reading Assessments along with informal assessments and classroom observation to assess the specific needs of ELL students. The data revealed that emerging and transitioning ELLs required speaking and targeted grammar lessons to increase their strength in this modality. Similarly, the data revealed that near proficient ELLs needed additional supports with challenging vocabulary. This impacts WSC's instructional plan as ELLs are placed into sub-groups based on their skills in speaking listening reading, and writing modalities. Students are grouped in mixed grade instructional groups based on their proficiency levels for cycles of targeted instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

It is clear through the data patterns across performance levels that students without disabilities increase every year. The data also reveals that 10% of current ELLs performed at the Entering performance level. 10% performed at the Emerging performance level, 30% performed at the Transitioning Level and 50% performed at the Expanding Level. The data also revealed that 55% of ELL

students performance levels for the 2015 year reflected and increase in percentile range when compared to their performance level in 2014.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool will be used to support school leadership and teachers in identifying trends with progress in relation to MS 250's ELL students as well as needs for additional supports for students based on the data. The data reveals thatThe data also revealed that 55% of ELL students performance levels for the 2015 year reflected and increase in percentile range when compared to their performance level in 2014. The data identifies that 40% of the current ELLs are long term ELLs, and 100% of the school's long term ELLs have Individualized Education Programs. The AMAO tool also revealed that 60% of our current ELLs were 2-3 questions away from scoring at the next performance level.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Patterns of performance level and grades increase for all students without IEPs. ELLs with IEPs vary with performance level. For students residing in this country for more than a year, ELA must be administered in English. All students opted to take the math test in English. We do not do native language testing. We are not a bilingual program; we are a freestanding ENL program.

b. School leadership has been supportive of extra one-on-one sessions of ENL practice, providing time for the ENL teacher to meet with students who are considered in the lowest achievement level for ELLs. In the past, we have examined where the strengths/weaknesses were for each individual student and tailored his or her Personal Learning Module class to service these needs. This way, teachers are aware of the needs of the student in writing and reading and can administer periodic assessments with targeted ideas. These results are used as a planning tool to create lessons and to create small groups for students with similar competencies and needs.

c. In studying the modalities across the Periodic Assessments, West Side Collaborative has been better able to understand learning strengths and weaknesses of our ELL students. Test results have helped us to better develop our curriculum in a way that will address the diverse needs of our learners. For example, by placing students in targeted classes and not including students in every class, students progress in their areas of weakness.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RTI Guide for Teachers of ELLs](#).]
N/A - MS250 is a middle school

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

West Side Collaborative teachers work in teams. The ENL teacher, Stephanie Caruso, meets regularly with the teams to check in about instructional decisions and upcoming units using data from student assessments and each student's target measurement. At West Side Collaborative, success is evaluated by students' abilities to improve skills and become self-directed learners. The social-emotional progress of ELLs, particularly new ELLs, in our school atmosphere is equally important to their academic progress. By fostering a close relationship with their head content teachers and the ENL Coordinator/teacher, ELLs' successes are observed and tracked through a variety of lenses. Based on each student's target measurements students receive targeted instruction in personalized learning modules in literacy and math as well as inclusive ELL settings with co-teacher and ENL teacher.

7. For dual language programs, answer the following:

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

N/A - MS250 is a Freestanding ENL program

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

The ENL coordinator meets with principal to review state data and NYSESLAT data to identify data trends and measure progress on the individual student and group level. ENL teacher uses the NYSED ENL blueprint to evaluate and refine ENL curriculum and learning activities. We offer written surveys for parents and families after meetings, provided in his/her language. Since we have such a

small school, it is often an informal conversation when it comes to support for ELL programs. Particularly during high school articulation process, parents of ELLs have been particularly grateful in how the workshops are offered in multiple languages and with translators at our Parent Coordinator's workshops. The ELL Coordinator also ensures all students' parents and guardians receive information about the district workshops for families of ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

If the responses to the HLIS indicate that a student has a home language other than English, the ELL Coordinator, Stephanie Caruso, administers the NYSITELL, a test used to determine initial entitlement for ELL services. The NYSITELL is administered within ten days of the student's enrollment. The NYSITELL is administered to the student by the ELL Coordinator, Stephanie Caruso, in a designated testing space during the core school day. The NYSITELL is uploaded to ATS through the school office ATS scanner.

Should the NYSITELL results display that the incoming child is an ELL AND that Spanish is the home language, another step is taken. This child must then also take the Spanish LAB to determine the height of language usage. The NYSITELL and if necessary Spanish LAB are the preliminary steps in determining heritage language of a family as well as language dominance. Within the first ten days of enrollment in the NYC public school system, the ELL Coordinator and the Parent Coordinator set up a one-on-one meeting for those parents whose children have scored below proficiency on the NYSITELL.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking, and listening in the English language. The speaking section is administered individually. The other sections are administered in the following order: listening, reading, and then writing. The ELL Coordinator, Stephanie Caruso, schedules the students to be tested by grade during the two week test administration period and ensures that the proper accommodations are in place. During the summer, the results of the NYSESLAT are posted on ATS and students are classified as per scores.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
West Side Collaborative has 30 days within the time the student has enrolled in the school to make observations to make the SIFE determination. Although this students' entrance into the ELL status is similar to all incoming ELL determination, if a student is in the low/entering stages as a new ELL, their work is dissected by the ELL Coordinator and by his or her content teacher to share findings about the student's difficulties in comprehension and expression that are evident in the student's work. The ELL Coordinator then administers the oral interview/questionnaire to the potential SIFE student. SIFE status will be placed if the student is determined SIFE through the interview. Based on the student's progress throughout the year up until the spring NYSESLAT, the student's SIFE status may be removed.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

At West Side Collaborative, when newly enrolled students with IEPs are also ELLs, the Language Proficiency Team members meet to determine the student's eligibility for special education services. The team reviews the evidence of the student's English language development. Members of the WSC Special Education team, the guidance counselor, the ELL Coordinator, and the Testing Coordinator meet in order to ensure the student with disabilities and ELL status receives accommodations that apply to both ELLs and SWDs. The LPT would then recommend whether or not the student take the NYSITELL. This decision is cleared by the principal, and if need be, by the superintendent. After the NYSITELL, the ELL Coordinator meets with the Special Education teacher who writes the IEP for this individual student to determine how his or her ELL services will be met alongside the other services as per the IEP. In the informal meeting if an interpreter is required, the DOE office of Translation and Interpretation Unit is contacted to arrange interpretative services via telephone, or if a staff member on site speaks the language preferred by the family, the staff member will serve as an interpreter during the meeting.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSITELL is scanned and score is determined, the ELL Coordinator is in direct communication with the office ATS head, Suzannah Ohring. The ELL Coordinator, Stephanie Caruso, has a binder of the entitlement and non-entitlement parent notification letters organized. Copies of the letter are made and distributed to the families immediately. A copy is mailed home as well as directly sent home with the ELL student, attention to his or her parent or guardian. All communication is given in the parent's preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

An annual beginning of the school year meeting is held with the ELL Coordinator, the principal, and the Parent Coordinator in which all ELL families are welcomed to attend. Should parents be unable to attend, the information is mailed home as well as sent home via envelope directly with the ELL students. Here, the parents will be informed that they have the right to appeal ELL status within 45 days of enrollment. A formal letter will be shared with families in their desired home language. Additional phone calls for parents who are interested will be conducted in a timely manner.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

At the meeting, parents are presented with the Parent Orientation video in their home language. Should a translator be necessary to conduct the meeting due to a low-incidence language, an interpreter will be contacted in order to ensure full understanding of the parents' options of services and programs. At the meeting, the three program choices are explained: Dual Language, Free-Standing English as a Second Language, and Transitional Bilingual Education. The Parent Orientation video can be found on the DOE website. It is shared in its entirety to the parent in a quiet and private setting. The ELL Coordinator, Stephanie Caruso, sits with the parent(s)/guardian throughout the duration of the video. At the conclusion of the video, the ELL Coordinator generates an informal interview about the parents' thoughts and concerns. The ELL Coordinator may take notes should there be questions that need to be followed up on or if there are specific concerns for the student. The parents are then given a Parent Survey and Program Selection form (templates to be found in the ELL handout binder filed in room 304) at the conclusion of the presentation and conversation. These forms are collected by the ELL coordinator and kept on file in room 304, the homeroom of the ELL Coordinator. New ELLs are inputted into the "ELPC" screen on ATS.

If parent selects a program other than Freestanding ENL, the ELL Coordinator follows up with enrollment to support the parent in finding a school with a program of choice. Although, WSC currently provides ENL services, if there are fifteen students in contiguous grades who speak the same language and whose parents want a Transitional Bilingual Education Program, a bilingual program will be formed to honor the community parent choice. It is made clear to parents they have the legal right to choose the program that they feel is best for their child.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Letters are sent home to the parents from the ELL Coordinator in the parent's preferred language. Letters are also followed up by a personal phone call in the parent's preferred language. Since West Side Collaborative is such a small school with close-knit teacher-student, teacher-parent relationships, the ELL Coordinator and the Parent Coordinator work to ensure the parent program choice is monitored and that all families know their rights. Particularly for a family who is new to the NYC DOE, it is pivotal that parents know their options. Parent letters and program selection forms are kept in a binder in a secure location in room 302.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ENL coordinator monitors the forms by tracking submissions on spreadsheet in the "ELL BINDER". If needed, additional copies of letters and forms are backpacked or mailed home. The Parent Coordinator aids in assuring the forms are completed and returned. WSC prides its community on being transparent and open to families, boasting a nearly 100% rate of attendance at Student Led Conferences and other family events. It is within compliance and pivotal that the Parent Survey and Program Selection forms are completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The ELL Coordinator keeps an organized "ELL BINDER" in the main office, room 302, every school year. In this yearly binder, the documentation of all notices sent home to families is kept. Additionally, it is a space where copies of all parent placement notification letters are kept if there is a need to re-distribute the letters to families who do not receive them the first time from their child or in the mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- West Side Collaborative retains all ELL documentation for each child in a yearly ELL binder which is kept in the main office. The ELL Coordinator makes a hard copy of this binder every year which is sorted by type of documentation in room 302. Additionally, there are online documents organized on Google Docs within an "ELL FOLDER" that is shared with all administration and teachers. This online document contains resources for teachers as well as a roster that aids in accommodations for ELLs.
11. 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.
- When the dates of the NYSESLAT are released, the ELL Coordinator makes a detailed schedule of when the Speaking, Listening, Reading, and Writing portions of the exam will be administered to the ELL students based on NYSESLAT eligibility identified in ATS. The administration recognizes the need for students and teachers to be flexible in scheduling these weeks of the school year. Students and parents are also made aware of the calendar to ensure they know when each modality will be administered, so that they know their accommodations and they are in a test-taking state of mind and coming to school on each required day at a timely manner.
- The ELL Coordinator reserves the "penthouse" of the school as well as the private main office of the principal to administer the Speaking exam of the test in a private and secure location. Students are tested within their grade bands for the Listening section of the NYSESLAT. Students are also tested within their grade bands for the Reading and Writing sections of the NYSESLAT.
- The ELL Coordinator attends the yearly NYSESLAT training meeting where she learns how to score the NYSESLAT; this was particularly important in the 2014-2015 school year, as the NYSESLAT materials have greatly changed. The ELL Coordinator then turn-keys the information learned at this meeting to train 4-5 teachers in the scoring of the NYSESLATS.
- The Testing Coordinator, Sara Erlich, aids the ELL Coordinator in ensuring the NYSESLAT check-list is complete and all dates for returning answer materials to the BAO are followed. The Testing Coordinator and ELL Coordinator also work together to securely package and send the remaining answered and unanswered NYSESLAT testing documents back to the test makers.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The ELL Coordinator and Parent Coordinator team on this duty to ensure that continued entitlement and transitional support parent notification letters are distributed in each parent's preferred language in a timely manner.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

One hundred percent of families throughout the past few years have opted to stay at West Side Collaborative to be included in the Freestanding ENL program. Albeit families who have newly immigrated to the United States or have just started in the NYC DOE public school system, the ELL Coordinator and Parent Coordinator ensure the families have all information necessary to make a decision. Enrollment data for the 2013-2014, 2014-2015, and 2015-2016 school years in ATS reveal that the trend continues to be that the families wish to stay at West Side Collaborative.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

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

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

lessons

tailor made to the ELLs' current needs.

To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ELL Coordinator/teacher, Stephanie Caruso, meets with grade team teachers to develop a schedule that accommodates the mandated minutes. Per CR Part 154, Beginning ENL students at the Beginning/Entering and Low Intermediate/Emerging receive 180 minutes of standalone ENL instruction per week as well as an additional 180 minutes of integrated ENL services. Students above these levels receive above their required 180 minutes of integrated ENL time, as well as individual standalone minutes that are conducted in conferences within the ENL PLM and Focus time.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In order to best serve our ESL students while maintaining appropriate relevancy to the content areas, the ENL teacher meets with grade team teachers to develop a comprehensive curriculum which both addresses the content being covered in class as well as adapts and modifies content when necessary. As WSC provides a Free- Standing ENL program to its ELL population, the majority of instruction is delivered in English. A small number of CTT students receive additional services with a bilingual English-Spanish paraprofessional. *To reiterate what was answered in question 1 of this section, all WSC teachers received a PD and "Inclusion" guide to integrate ELLs into their classroom for the 2015-2016 school year that will be updated by the ELL Coordinator, Stephanie Caruso, as time goes on and changes or supplementary materials are deemed necessary to add.

3. Describe how core content is delivered in each program model. 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.

WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small-group targeted instruction to support their learning. During students' designated Independent Reading time which is configured into every grade level, the ELL Coordinator uses this time to do individual conferecing with the ELLs to practice reading aloud. Sheltered English is used across content areas.

In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Since WSC is serious about teaching Common Core Standards and preparing our students to be proper and upstanding "21st Century" citizens, then access to technology and self-discovery through technology is a priority. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills. Last year, ELL students particularly enhanced their SPEAKING skills through a teacher-made study of the "Story Corps" app where students interviewed an important person in their life.

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

Science is currently offered two times per week at 95 minutes per period (190 weekly minutes). Instruction is delivered in a setting which enables students to be both inquisitive and kinesthetic learners. Students are introduced to scientific concepts and exploration

while applying English language usage to lab report- writing and the promotion of content- specific language and vocabulary. All students are responsible for active participation in investigatory science explorations as guided by the classroom teacher. Students work towards acquiring the appropriate knowledge of scientific concepts and methodology, as well as independent and self-directed production of content- relevant work.

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

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

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

Ells are appropriately evaluated in all four modalities of English acquisition throughout the year. The ELL teacher, Stephanie Caruso, has a self-contained ENL Focus class where students work on speaking, listening, writing, and reading. Students in the Beginning/Entering, Low Intermediate/Emerging category are also offered extra one-on-one ENL sessions on Wednesday mornings and Thursdays during lunch time with the ELL Coordinator. The Blueprint for ELL Success is used to develop assessments in all four modalities of English acquisition. Baseline assessments, mid-year assessments and an end of year assessment on the modalities of English acquisition throughout the school year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

tools to support students at the various levels. For testing all students receive flexibility in setting, timing, and scheduling. All students also have are accommodated by having questions read aloud to them. Students also have access to a translation dictionary /glossary.

6 a. In conjunction with the classroom teachers, the ELL Coordinator works to establish a foundational understanding of the SIFE student's L1 literacy (as well as level of proficiency in the target language). Each SIFE student is delivered a curriculum developed

by the student's teachers and parents. Instructional plans are developed on a case by case basis, with the student receiving a combination of push- in and pull- out services from the ELL Coordinator and the other necessary support staff. Educational plans for

SIFE students are highly individualized and are created with consideration to the academic and emotional needs of the students.

6 b. Newcomers receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff.

Per CR Part 154, students receive the mandated number of support units as determined by their NYSITELL / NYSESLAT scores. They

are assessed through both informal and formal assessments in- school, as well as periodically through borough assessments for ELLs.

Newcomers are able to enhance their skills through a comprehensive ELA/ ENL program which strives for inclusion as well as seeks to

improve cultural awareness.

6 c. For ELLs receiving services 4 to 6 years, a greater focus is placed on developing cognitive academic language proficiency. Per

CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. ELLs receiving

services 4

to 6 years are assessed through both informal and formal assessment in- school, as well as periodically through borough assessments for ELLs. They are able to enhance their skills through a comprehensive ELA/ ENL program which strives for inclusion as well as seeks to improve cultural awareness.

6 d. The instructional goals for Long- Term ELLs are to both enhance mastery of the English language as well as provide students with the guidance to become autonomous speakers of the target language. Per CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. Long- Term ELLs are assessed through both informal and formal assessment in- school, as well as periodically through borough assessment for ELLs. Additionally, West Side Collaborative provides interventions for students being designated at- risk.

Throughout the day, support services in ELA and ENL instruction are provided through a comprehensive push- in/ pull- out model. At risk students receive 1:1 services with the ENL teacher, who reinforces literacy through a variety of programs such as Wilson Reading and writer's workshops. The ESL teacher also pushes into Humanities blocks, offering the students support and skills for reading comprehension and writing. A variety of materials including leveled books in both fiction and non- fiction genres are available in the classroom library. Students are given both whole- class as well as individual "Just Right" books to read. WSC uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing. Through the use of targeted mini- lessons and conferring with both classroom teachers and the ENL teacher, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Through the use of Google Docs, word processors, Power Point presentations and videos, students build their literacy skills

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

At West Side Collaborative, assessments are targeted and meaningful. Therefore, a student whose ELL status was changed through the ELL re-identification process will be monitored in his/her Humanities classes, by both their content teacher and the ENL teacher.

Teachers will take into special consideration the baseline assessment at the beginning of the year and the benchmarks, depending of the appeal within the 45 days of student enrollment. Additionally, a student's progress within an ELA unit with their pre, mid, and post-tests will be pivotal to examine. Most importantly, the student will be monitored on a counseling basis with the ELL Coordinator. There will be opportunities for the ELL Coordinator to discuss the changes with the student, in both formal and informal meetings.

Chart 1: How do 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 ENL and CTT teachers meet to plan lessons and identify specific strategies to be used to support the development of the necessary skills for students with special needs. Based on students' performance levels as indicated on the Individualized Education Plan, appropriate resources and strategies are implemented into each child's learning program. Middle school appropriate ELL educational texts have been purchased and are used to ensure that students have access to age appropriate materials to accelerate each child's English language development. Students receive the mandated number of support units as determined by their NYSESLAT scores. All ELLs identified as having special needs are served per their IEPs. This year, with the onset of more advanced technology at WSC, iPad programs are being used to enhance the teachings of the ENL and CTT teachers. For example, an ELL may start creating flash cards on "First Words" or "Baby Carrot" with the ENL teacher and these same visual and recorded definitions and lessons will be supplemented and continued with the CTT teachers.

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL (Chart 1: ENL/IMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

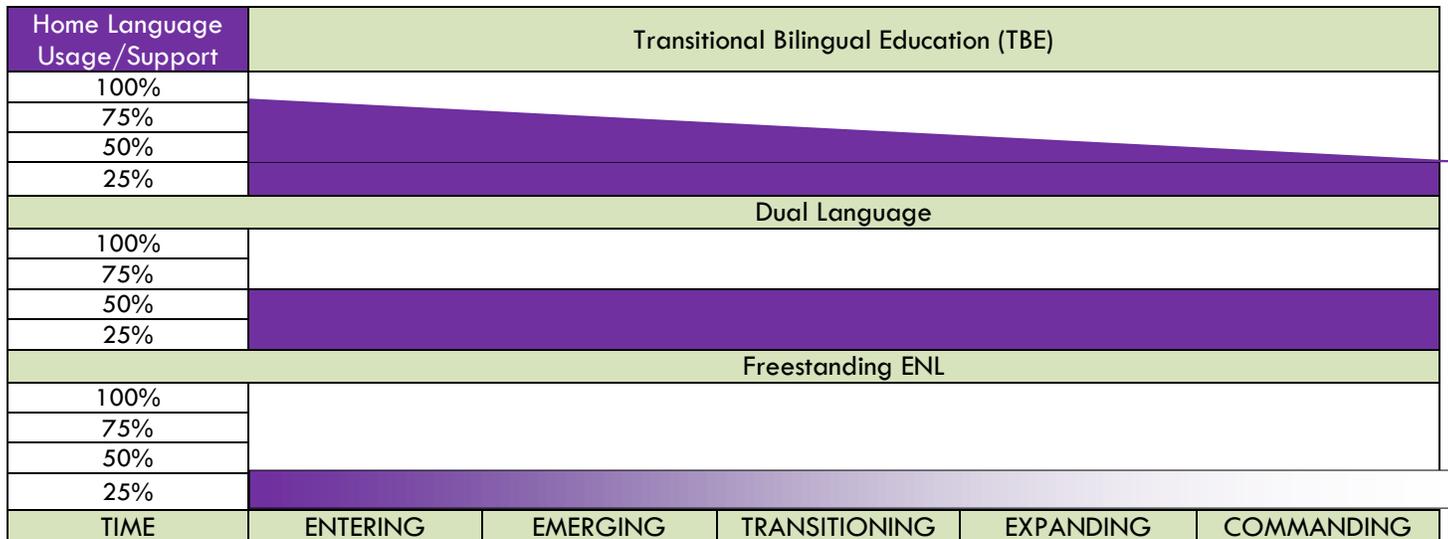


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. WSC uses an interdisciplinary model in ELA, Social Studies and Science that provides students with the opportunity to explore literacy by both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills. iPad student activities are also introduced.

In math, formal and informal assessments are used to determine ELL students' specific needs. These needs are then addressed through targeted interventions such as push- ins and pull- outs with the math coaches and ELL Coordinator. In addition, students are compelled to reflect upon their own needs as learners. Teachers use students' insights to support their learning and integrate multiple intelligences. The ELL Coordinator works with the classroom teachers to ensure that students understand and master state content.

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

Continuing transitional support is offered for ELLs who have reached proficiency on the NYSESLAT. Our school offers a highly- developed, comprehensive ELA program which affords all students the opportunity to continuously develop reading and writing skills while exploring different genres of literature and diversified styles of writing. Beyond curriculum, students are still supported socially and emotionally as ELLs. They are made aware that if they still need extra help with writing, the ELL Coordinator is there to support them. Former ELLs' scores on state tests are still monitored by the ELL Coordinator as well. All teachers are made aware of ELLs on their class rosters through a shared online document. Teachers engage in regular planning sessions with the ENL teacher to design effective lessons that support the academic content of curricular units as well as language development for each ELL student.

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

WSC looks forward to imbedding more periods of Blended Learning within the school day. This will permit ELL students to work at a self-guided pace and for them to have resources available through the Internet and the Teacher, but ultimately have a gradual release of responsibility to challenge them as they work towards Proficiency. These programs include the online reading and essay writing program "Star Walk" for Non-fiction materials, particularly science. The other program to be implemented is the online program "ZOOM IN" which uses literacy skills and primary sources for Social Studies. Students also engage in Literacy and Math remediation through the online program, Scoopad.

Mastery Connect--an assessment based student data tracking tool. will also be implemented throughout the school in the 2015-2016 school year. This will permit easier communication about students academic performance and progress between teachers and teachers, teachers and students, and teachers and parents. The goal for Mastery Connect is not about grades, but about COMPETENCIES, which is the goal for ELLs and students throughout WSC.

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

No programs will be discontinued.

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

ELL students are offered equal access to all school programs. ELLs are included in all field trips, advisory, arts, science, dance, and performing arts clubs and the school's DYCD afterschool program which is provided by CityParks Foundation. Within the afterschool program all students including ELLs receive homework tutoring and the opportunity to engage in STEM and arts activities. By receiving ENL services from a licensed ENL teacher that are targeted for small group instruction and supports their learning, ELLs are encouraged to remain involved and interactive in school culture and activities. Flyers, permission slips and robo calls are shared in the ELLs home language to inform and invite students and families to participate in school programs.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Technology and multi- media is used in various modalities to enhance teaching. A school- wide online supportive website is used to help students understand math concepts. Power Speak, an online language program, is used to build understanding of language. Schools Attuned assessments help ELL students understand their strengths and assist students in meeting challenges. Students also have access to a dictionary of their native language and English (i.e. Spanish/English, Arabic/English) in every room. Formal and informal assessments are used to identify ELL students' needs and in consultation with the ESL teacher, classroom teachers confer with ENL students about these needs to support growth. Academic intervention services are offered and students are programmed for small group instruction to support their learning.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
. As WSC provides a free- standing ENL program to its ENL population, the majority of instruction is delivered in English. A small number of CTT students receive additional services with a bilingual English- Spanish paraprofessional.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services support and resources correspond to ELLs' ages and grade levels. ENL teacher utilizes student data to ensure services and resources are appropriate to each student's age and grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All new students are given a welcome orientation to the school. ELLs are paired up with buddies to help them acclimate to life at WSC as well as life in New York. Teacher- student communication is open and consistent; we believe in demonstrating passion for learning and compassion for our students. Homeroom at the start of every day is an opportunity for students to take part in the Free Breakfast program, socialize with their friends, receive notices to bring home (which are always offered in the students'/parents' preferred language), and reach out to content teachers. Office hours are also an opportunity for students to informally discuss academic issues with their Academic Coach. The ELL Coordinator is the academic (Base Camp) coach for all ELLs, which provides MANY additional hours of ELL services throughout the year..
19. What language electives are offered to ELLs?
Power Speak, an online language program, is offered in five different languages: French, Spanish, Italian, Mandarin, and Japanese. All WSC students are afforded the opportunity to use the program during the school day during their Explorations period, in after-school programs, and at home.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A - WSC is Freestanding ENL

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ELL Coordinator, Stephanie Caruso, attended the NYSESLAT training in Spring of 2015 as well as the ELL professional learning session provided by the Borough Field Support Center. She also attended a Questioning and Discussion Technique workshop in Fall 2014 that was turn-keyed to full staff, with particular attention to ELLs within the classroom. She is also a member of the NYS ELL Coordinator forum.

All staff, instructional and non-instructional attended PD on September 10th to review best instructional practices for supporting ELLs. and to review the ELL guidebook compiled by the ELL coordinator. The whole staff instructional staff--ENL teacher, general education teachers, special education teachers and paraprofessionals attended a training by the achievement support liaison on October 8th which emphasized best practices to achieve academic progress for all students which includes ELLs. Principal attends professional learning provided by the district to improve her practice and understandign of the needs of ELLs. The school's approach for Professional development is inclusive, and includes opportunities for teachers to receive resources for supporting ELLs throughout the year. Teacher teams are provided with regular meeting times with the ENL coordinator to engage in action planning to support learning for ELLs. The ENL coordinator, principal, parent coordinator, and guidance coordinator engage in online communication as well as montly meetings share resources and tools to support ELLs. The guidance counselor and parent coordinator are invited to attend district and borough professional learning offering throughout the year. Below are some of the Fall professional learning opportunites that will be provided to staff:
September: Best Instructional Practices to Support ELLs/ELL Handbook Review --All instructional staff
October: Targeted Instruction to Support Student Achievement For All including ELLs and SWDs --All Instructional Staff
December: Parent Engagement and Communication For Families of All Students Including ELLs and SWDs -All Instructinal Staff
Guidnace Counselor, Parent Coordinator
January: Actionable Feedback To Support Student Outcomes for All Students Including ELLs and SWDs--All Instructional Staff
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

As mentioned throughout the LAP, every WSC teacher received a PD and online guidebook for integrating ELLs into their classrooms for the 2015-2016 school year. Staff engages in professional learning to support students as the engage in the Common Core Learning Standards. Teachers attended a September professional learning session to review best practices for suppoting ELL learners acrosss the content areas which included strategies to support ELLs. Teachers are provided with resources from the ELA curriculum Expeditionary Learning which includes resources for ELLs. Teachers also attended a full staff session with the achivement liaison from our community school district which provided stategies for targeted instruction aligned to the CCLS which included supports for ELLs on October 8th. Staff will engage in a follow up session in January. Staff is invited to attend district and borough professional learning to enhance their professional practice in supporting ELLs. Teachers are also provided with time within the schedule to meet with the ENL coordinator to make curriculuar refinements to support ELLs in engaging with the curriculum.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school guidance counselor meets with the principal, ENL coorcinator, and parent coordinator to discuss individualized needs of entering ELLs to create an action plan to support each student and implement next steps for implementation by teachers or non-instructional staff. All WSC teacher serve as academic coaches and advisors and receive training to support students in their transition to middle school. The guidance counselor and ENL coordinator have reviewed the Dignity for All Students Act and collaboratie with teachers to develop lessons and activites for students as part of the school's social emotional learning curriculum. The guidance counselor, parent coordinator and ENL coordinator join teacher team meetings to share pertninet information that can support our ELLs in their transition to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ELL Coordinator attends district and borough trainings and profesisoanl learning to support ELL instruction and ENL programs. The ELL Coordinator turnkeys information in Professional Development days. She also integrates herself into pre-planning for units for the entire year, which contributes to all staff's minimum hour requirements. Records for this process and sharing between ELL Coordinator and General Ed/ICT teachers is completed through Google Documents and Google Spreadsheets. The unit planners for each class are updated on a daily basis. This enables the ELL Coordinator to go into each grade's academic planning and contribute differentiated materials for ELLs. The ELL Coordinator is also embedded into "Team Meetings" once a week - an hour a week - to offer feedback about differentiated materials for upcoming lessons. Agendas and records of ELL professional development are logged in an online form shared with school staff and personnel. Anttendance for meetings is logged and kept in the school's main office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Since the ELL Coordinator is the Base Camp coach of all ELL students, communication between parents is constant because of "Office Hours" and the students' goal setting. When parents come in for mandated student-led conferences, they are to have an individual meeting with the ELL Coordinator at an additional time. Here, work the student did not show in his/her Student Led Conference is shared with parents. Their NYSESLAT scores as well as their baseline to benchmark scores are shared with the parents. Goals for the spring 2016 NYSESLAT will be set by the ELL Coordinator and clearly outlined to the parents.

Provisions for interpretation and translation are followed the same way the initial parent meeting is held; in-house speakers of the language are present for the meeting and when there is a language in need of translation the NYC DOE Translation department is called.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Attendance of these annual individual meetings with ELL parents as well as outreach are kept within the ELL Binder in the main office on paper with signatures from the parents, similar to a triennial of an IEP meeting. These documents are made by the ELL Coordinator. Additionally, the principal has made an "ONLINE PARENT OUTREACH" form that archives all communication made with ELL families.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. There is an orientation for incoming parents facilitated in English and Spanish. WSC has a PA that runs workshops on adolescent development and academic success throughout the year. These are conducted by the Parent Coordinator, and translation services are provided. At the annual grade level "Curriculum Night," the school hosts "parent walks" where parents get a glimpse of what their child experiences in a classroom setting. Parents are invited to volunteer, albeit for field trips or school events. We distribute monthly newsletters which are translated for our bilingual families to keep them informed about events at WSC. Content area classes, such as math, also send home a monthly newsletter to parents to inform them of the unit their child is currently studying. Our automated calling system translates messages. High school articulation workshops provide an opportunity for parents to prepare for the application process and translation services are available. Flyers are sent out in multiple languages and communication is always open. We also have WSC "parent email." Now, not only do all WSC students have an email, but their parents do as well. This is a further means of communication between staff at the school and tech savvy parents, as well as a way for students to "share" their work with their parents via Google docs. For parents in need of computer and online training, particularly with Google systems, parent workshops are offered throughout the school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, and all of our partnerships reach out to the full demographic represented in our school. Specific efforts are made to make ELL families aware of these resources. Bulletins and partnership letters are always distributed to ELLs' families in their native language. They are also made aware that should they decide to participate in any of the community based organizations, a translator will be made available to them. This year we will be partnering with PowerMyLearnig who will be providing workshops to families to support them with strategies to engage in learning with their child at home using digital resources. Within the planning for these workshops, interpreters are scheduled to attend to support the facilitation of the workshops in the parents' preferred languages.

5. How do you evaluate the needs of the parents?

We survey parents to gather feedback and use various DOE generated tools to identify needs of students and families. ELLs' parents are also given the full contact information (phone and email) of ELL Coordinator, Stephanie Caruso, and are encouraged to contact her or any content area teacher at any time. Personal letters and phone calls home or informal meetings are common and expected. In addition, parent feedback from guidance counselor and parent coordinator informs ways the school addresses parents' needs.

6. How do your parental involvement activities address the needs of the parents?

Our activities are designed to address needs expressed by parents and to educate parents about academic issues as well as social emotional development. We believe that a WSC student's education is made possible through the partnership of both the

parents/guardians and the teachers. Together, we can support and advance our students' educational goals. By delineating these goals at the beginning of the year with a personalized letter home to each ELL household, the partnership is set upon a foundation for the advancement of the ELLs' skills.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

N/A -

Part VI: LAP Assurances

School Name: West Side Collaborative

School DBN: 03M250

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Novella Bailey	Principal		10/30/15
NA	Assistant Principal		10/30/15
Beatrice Rodriguez	Parent Coordinator		10/30/15
Stepanie Caruso	ENL/Bilingual Teacher		10/30/15
Mary Sumayah	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Wonda Perez	School Counselor		10/30/15
Ilene Altschul	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M250** School Name: **West Side Collaborative**
Superintendent: **Ilene Altschul**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

West Side Collaborative fosters a close-knit relationship amongst parents*, educators, and students throughout a student's career at WSC. Therefore, it is our priority to ensure parents are provided with appropriate and timely information in a language they can understand. At the beginning of the school year, parents are given the NYC DOE "Preferred Language" hand out, even if they have already filled this out in previous years. We are aware that home language preference is also available on ATS, but it is important to keep this information updated, as students' home situations often change. By updating a family's home language at the beginning of every academic year in ATS and on the student's blue emergency card, it is on file for the school year what language all parent and guardian newsletters, hand-outs, conversations, etc. should be articulated in. This information is gathered within the first two weeks of the academic year and filed in the main office. In addition, additional information about families' language preference noticed in interactions between staff and families during our orientation, curriculum night, and other school events is shared with office staff, guidance and PC and added to school records to inform parent communication and translation needed.

Our most recent ATS report indicates the following home language data for our school population:

18% Spanish
3% Arabic
1% Haitian Creole
1% French
.5% Fench Haitain Creole
.5%Chinese
.5% Bengali

Our greatest population of non-English speaking parents and guardians are Spanish speaking. There are a number of Spanish speaking educators on staff who are readily available for translation. There is

always someone in the main office who can speak Spanish such as our parent coordinator, as well as paraprofessionals in classes with students who require the service. Should a household require another language other than English, Spanish, or French (spoken by the LAC, Stephanie Caruso), the "Translation & Interpretation Unit" number is readily available in the office. The plaque displaying the phone number is hanging on the Parent Coordinator's desk with the language indication card directly below (I'm a parent and I speak...). The Translation & Interpretation Unit services will be utilized should another language other than English, Spanish, or French be necessary to communicate with parents and guardians. An outside translator will be sought to aid in communication for the duration of the school year to ensure equal opportunity for obtaining school and community information.

*As delineated by the NYC DOE, "The term 'parent,' whenever used in this regulation, means the student's parent(s) or guardian(s), or any person(s) in a parental or custodial relationship to the student, or the student, if he/she is an emancipated minor or has reached 18 years of age"

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Languages preferred for written and oral communication include English, Bengali, Chinese, French, French-Haitian Creole, Haitian Creole, Arabic and Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Welcome Letter: September
School Calendar: September and updated throughout the year
Curriculum Overviews for each grade: Fall Curriculum Night October 1, 2015
Progress Reports and Grading Letter: October 27th, February 22nd
Testing Dates and State Testing Memo: February 22nd, March 21st
Letter from School Leadership: September 10th, December 14th, February 22nd, June 13th

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Fall Curriculum Night October 1st
Fall Student Led Conferences -December 15th , 16th , 17th (Interpreters scheduled by November 2nd)
Parent/Teacher Office Hours-Wednesday Afternoons in January (DOE Phone Interpreters used as needed)
Winter Student Led Conferences-March 22nd , 23rd (Interpreters scheduled by December 2nd)
Parent Teacher Office Hours-Wednesday Afternoons in March (DOE Phone Interpreters used as needed)
Spring Curriculum Night--May 19th (Interpreters scheduled by February 22nd)
Parent Engagement Wednesdays-- Meetings, Conferences and phone calls to families throughout the year
Parent Workshops and individual conferences with guidance counselor regarding HS articulation-- October-December
End of Year Student Portfolio Presentations and and of year celebrations -June 22nd , 23rd , 24th
List of bilingual staff available to interpret will be updated and kept in main office.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In terms of written translation, all documents for parents such as newsletters, parent conference notices, and community event invitations are offered to students in both English and Spanish. Often times, the English version is on one side of the notice and the Spanish translation is on the reverse side. Written translation services are provided by in-house school staff for Spanish, French, and French Creole. Therefore, timeliness is never an issue. As soon as the English version of a letter is drafted, it is immediately passed on to an in-house speaker and reviewed and translated. One of the native Spanish speaking members of the staff translates the documents to ensure proper grammar and word choice. Clarity of these documents is key, and the documents are often supplemented with explanations, albeit cultural or an assurance to parents that should they decide to participate in a school or community event, a proper Spanish speaker will be available as a resource.

For languages other than French and Spanish written translation services will be provided by the Translation & Interpretation Unit and will be sent to the Translation and Interpretation Unit at least 30 days in advance. If items are time sensitive, the school will use an outside vendor.

It should also be noted that all parents of West Side Collaborative students receive their own parent WSC email address. Parents are invited to workshops (conducted in both English and Spanish) to improve their own technological skills and to learn how to communicate with educators and review their child's work on Google. Parents are shown how to alter their Google accounts to be presented in their

preferred language. Emails back and forth between parents and the school are also conducted in Spanish.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In terms of oral translation, all Robo calls (mass communication) to parents and guardians are recorded in both English and Spanish. If an individual phone call is made to a Spanish, French or Haitian Creole speaking household, the non-Spanish, French or Haitian Creole speaking educator sits alongside the Spanish speaking educator to translate the conversation. Similarly, should a Spanish, French or Haitian Creole speaking parent come in to WSC for a conference with a teacher or administrator, a translator is included in the meeting. A list of bilingual staff who can be called upon to interpret will be updated and kept in the school office. All Parent Orientations and Parent Workshops are also always conducted in both English and in Spanish. The Doe's translation and Interpretation unit is used for over-the phone interpreters for parent meetings with school staff. The school uses "The Big Word" interpretation services for school community events.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Training will be held in September to ensure teachers and non instructional staff are aware of the resources available through the DOE to support access to information clear communication for all families. In addition a memo will be shared with live links to resources such as the Language ID Card, and the number for over the phone interpretation services. Staff will also receive a copy of the "I Speak..." card which can be used in conferences if over the phone interpretation is needed.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

West Side Collaborative recognizes their responsibility for providing each parent whose primary language is non-English with a copy of the Bill of Parent Rights and Responsibilities, which includes their translation rights. These translated documents are taken from the website and submitted to families at the Orientation meeting or sent home at the beginning of the academic year. The school's safety plan as

well as the school's handbook is also made available in Spanish. Should another language other than Spanish be deemed necessary to a member or household of our school community, the documents will be translated. The Department's website will be referenced for translations and resources of how to access such services.

As indicated, the "Translation and Interpretation Unit" phone number and sign is prominently hung in the main office. Parents are made to feel welcome and they are assured that a translator shall be provided to them, as it is their legal right.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback from guidance counselor, parent coordinator, and school staff in relation to parents' feedback regarding quality of translation and interpretation resources at the school will be shared to inform next steps for school leadership. In addition parent surveys provided in all preferred languages of communication will be shared with parents at winter and spring student conferences will provide additional feedback to staff regarding communication with families.