

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**27Q318**

**School Name:**

**WATERSIDE SCHOOL FOR LEADERSHIP**

**Principal:**

**LINDA MUNRO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Waterside School for Leadership School Number (DBN): 27q318  
Grades Served: 6-8  
School Address: 190 beach 110<sup>th</sup> st. Rockaway Park, NY 11694  
Phone Number: 718-634-1128 Fax: 718-634-1185  
School Contact Person: Linda T. Munro Email Address: [lmunro@schools.nyc.gov](mailto:lmunro@schools.nyc.gov)  
Principal: Linda T. Munro  
UFT Chapter Leader: Joseph Cipoletti  
Parents' Association President: Wendy Pratt- Hall  
SLT Chairperson: Roderick Phoenix  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Wendy Pratt- Hall  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Beach Blvd. Ozone Park, NY 11416  
Superintendent's Email Address: [mbarton@schools.nyc.gov](mailto:mbarton@schools.nyc.gov)  
Phone Number: 718-642-5770 Fax: 718-642-5705

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Boulevard Ozone Park, NY 11416  
Director's Email Address: [MWilks@schools.nyc.gov](mailto:MWilks@schools.nyc.gov)  
Phone Number: (718) 642-5839 Fax: (718)642-5705

## 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)
Linda T. Munro	*Principal or Designee	
Judy Forbes	*UFT Chapter Leader or Designee	
Jodi Anderson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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>	
Saher Mahmood	CBO Representative, if applicable	
Allison Isaac	Member/ WSL Staff	
Lucy DiBartomoleo	Member/ WSL Staff	
Roderick Phoenix	SLT Chairperson /WSL Staff	
Sydell Cook	Member/ Parent	
Lorna Shaw	Member/Parent	
Tanya Glaspar	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michelle Harris	Member/ Parent	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

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

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

As per our last Quality Review, Waterside school leaders hold high expectations of the entire staff, effectively communicate expectations connected to a path to college and career readiness to families, and establish a culture for learning that communicates high expectations for all scholars. Teachers support these efforts through collaboration and teacher leadership positions to promote shared leadership for all. The Quality Review notes that teacher leaders facilitate teacher reflection and challenge teachers to rethink their approach to planning. They encourage peer-to-peer collaboration to improve learning outcomes for scholars which has resulted in school-wide instructional consistency and coherence. This consistency supports mastery of academic goals for various groups of scholars. Our school has a high special education population. More than 40% of our scholars are identified as scholars with special needs. In addition, our school has seen an increase in our ESL population with families entering the neighborhood from various cultures and countries. In the past, our families were from Spanish speaking countries. We have seen an influx of other languages including Arabic and Russian creating the need for additional parental translation support and ESL classroom support.

Last year our school's instructional focus was to increase scholar-to-scholar discussion. It was our expectation that scholars will engage in high-quality discussions, exemplified by responding to and extending each other's thinking, using evidence to support their arguments and crafting responses to help each other deepen and elaborate upon their thinking. Although we have recognize that our school still has work to do in this area and will continue to do so, we have shifted our lens to improving our use of formative assessments. Our focus for next year will be improving the use of various assessments to adjust curricula and instruction, and revising our formative assessment practices reflect the use of ongoing checks for understanding. This work will be supported by our use of technology systems.



## 27Q318 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	190	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
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.3%	% Attendance Rate		90.8%
% Free Lunch	85.1%	% Reduced Lunch		5.2%
% Limited English Proficient	5.8%	% Students with Disabilities		30.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		56.9%
% Hispanic or Latino	30.5%	% Asian or Native Hawaiian/Pacific Islander		2.3%
% White	9.2%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.47
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.5%	Mathematics Performance at levels 3 & 4		6.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		19.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		62.5%
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	YES	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	YES	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	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	YES		

### 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.

Historically, our school has struggled to increase proficiency levels on the NYS math examination. Data from our 2014 NYS exams show 7% of scholars scoring at levels 3 and 4 in mathematics. Scholar data shows a wide range of scores which requires various levels of scaffolds in order for all scholars to meet the rigor of common core aligned tasks and units. Therefore improving mathematics instruction and increasing rigor is a priority area for our school.

### 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.

By June 2016, the math teacher team will collaboratively develop rigorous CCLS-aligned units of study and performance tasks to improve rigorous instruction as measured by the development of four (4) units of study shared across the school.

### Part 3 – Action Plan

<b>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:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>			
<p>WSL will provide and protect mathematics team structure that allows teachers time to unpack the Go Math program. Teacher Peer instructional coaches and district liaison will provide technical support to core content area teams as they work to develop engaging, coherent, and rigorous curriculum .</p>	<p>All Math Teachers/ staff</p>	<p>Sept. 2015- June 2016</p>	<p>Administration with the support of Peer Instructional Coaches and Demonstration teachers as facilitators</p>

Administration will meet with instructional staff at least once per quarter to review actual student work and student assessment data to ensure that scholars are on track to make progress during the 2014- 15 school year .  Administration will provide ESL and SETSS teacher time to push into class rooms to support scholars during math instruction and implementation of those units.	All Teachers/ staff	Sept. 2015- June 2016	Administration- Principal and Assistant Principal
Teachers will continuously analyze student work using structured protocols to assess student progress with CCLS standards, essential understandings, and identify what skills scholars have attained in order to make strategic instructional decisions. This work will be supported by providing teachers with school wide data that demonstrates the progress needed to be made in order to meet AYP targets and school wide goals.	All Teachers/ staff	Sept. 2015- June 2016	Peer Instructional Coaches and Demonstration teachers as facilitators
<b>To engage parents and support families in providing math instruction at home, WSL will provide each scholars with access to online math programming at <a href="http://www.ixl.com">www.ixl.com</a> and personalized login information for individualized lesson practice. Waterside teachers will also provide workshops for families so that they can effectively work with their scholars at home and support the Common Core aligned units created.</b>	<b>All WSL parents and families</b>	Sept. 2015- June 2016	Administration/ WSL teachers

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Professional Learning Time on Mondays										
Teacher programs during the regular school day allow for common planning										
Google Apps for Educators to document changes and unit development										
Support from the District Instructional specialists coupled with the support of a coach from the Office of teacher effectiveness will be used to support this goal.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<ul style="list-style-type: none"> <li>By February 2016 teacher teams will evaluate the success of curricula implementation by reviewing a triangulation of student performance data, and curriculum pacing calendars in order to determine strategic modifications to the school’s curricula.</li> <li>Teacher professional development surveys following each job-embedded PD session to maintain a culture of consistent teaching and learning among pedagogical staff</li> </ul>

- Analysis of student work at the end of each 6-8 week unit
- Mid and end unit assessment in in all math content areas
- Student benchmark assessments will be collected and shared for analysis on shared school portal/ online links

By Feb. 2016 teachers will demonstrate adequate progress as measured by the development and revision of at least 2 units of study per grade shared across the school.

**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.

Feedback from of our last School Survey report reveals 82% of our parents feel the school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school. The remaining scholars and parents may be unaware of the benefits from individualized instructions to enhance instruction which is provided by our afterschool program. Scholars and parents may be unaware of the benefits of participating in afterschool programs and joining school supported teams/clubs . These extracurricular activities can positively impact the school experience for scholars.

**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.

By June of 2016, there will be a 10% increase in the average number of scholars that attend after-school events and activities to show improved engagement with school programs and activities .

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Communicate the ample opportunities available at school including teams, clubs, and academic offerings. The school will provide parents with information and training needed to effectively become involved in planning and decision making to support the education of their children. Newsletters will be sent home on a</p>	<p>Parents, Scholars</p>	<p>Sept 2015 -June 2016</p>	<p>Parent Coordinator, PTA President, Administration</p>

monthly basis detailing events and the importance of scholar involvement in school activities.			
Interact with participating CBO's and current scholars to share information about programs and other activities to replicate. The goal is to build a successful model to increase student involvement	Parents, Scholars	Sept 2015 -June 2016	Administration, CBO
Explore the programs offered by our peer schools to draw ideas to improve our current program for scholars .	Parents, Scholars	Sept 2015 -June 2016	Administration, CBO

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO partnership with Child Center of NYC, STEM partnership, MSQI grant money											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Sept. 2015-June 2016. Through kick off events and school assemblies, PTA meetings, families and scholars will receive information about school programs and activities .
Sept. 2015- Nov 2015. Through participation in league sports and activities, information can be shared to further help improve our program.
Sept. 2015-June 2016. On a monthly basis, CBO representatives will visit with SLT and turnkey attendance percentages/ notes to improve our current program.
In February 2016, WSL will review the average attendance of scholars at after school activities and events to determine if there has been a 10% increase and if adjustments must be made to the proposed action plan.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

Data from our 2014 NYS exams show 16% of scholars scoring at levels 3 and 4 in ELA and only 7% scoring at those levels on mathematics. We recognize that we must provide additional training for our staff to support and meet the needs of all scholars with support from ALL content areas.

Our overall Data for 2013-14:

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

Our goal has now become to create units of study that are well planned out and includes multiple opportunities for our scholars to experience success in all content areas. We want the needs of both our visual and auditory learners to be addressed and supported as a result of our use of videos, rich texts, discussions, non-linguistic representation, etc. Our goal to develop scholars who will be able to thrive in any educational setting in the world begins with our providing of quality instruction. The CCLS units of study and lessons represent a shift in our instructional approach to reflect and match the additional rigors of the New York State Educational Department.

### 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 of 2016, teachers in all content areas will work together to revise at least 4 units to include high quality supports and extensions to provide scholars with multiple entry points and equal access to content.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Development will be provided to our English, Mathematics, Science and Social Studies teachers around Common Core Learning Standards and creating rigorous units of study and lessons for our scholars to engage in. Teacher teams will schedule and track progress on unit assessments to determine mastery of these units.</p>	<p>All Teachers/ staff</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, Coaches, Administration</p>
<p>Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study with support from coaches. Teachers in each department will have the opportunity to plan together during department meetings to create rigorous common core learning standard lessons and units of study. Teacher teams will also use that time to review scholar work products.</p>	<p>All Teachers/ staff</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, Coaches, Administration</p>
<p>Teachers will schedule meetings with parents to review and share student progress. At these meetings teachers will put action plans in place with strategies to support scholar learning. In addition, throughout the 2015-2016 school year, the Principal, Parent Coordinator, Family Worker and various staff members will conduct parent training sessions on supporting scholars academically at home. These trainings will include sessions on understanding the curriculum, using online resources and web-based programs, and understanding the common core state exams.</p>	<p>WSL parents and scholars</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, Coaches, Administration</p>
<p>Teachers will also share best practices as a result of the implementation of the lessons and units created collaboratively with their department team members. Teacher teams will conduct targeted and frequent inter-visitations to review the implementation of lessons, ensure consistent instruction and provide teachers with actionable feedback.</p>	<p>All Teachers/ staff</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, Coaches, Administration</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.

Subject Areas Common Planning Time

Professional Learning Time on Mondays

Teacher programs during the regular school day allow for common planning

Google Apps for Educators to document changes and unit development

Support from the District Instructional specialists coupled with the support of a coach from the Office of teacher effectiveness will be used to support this goal

**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 <sup>st</sup> 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.

- By January 2016 the math teams will evaluate the success of curricula implementation by reviewing a triangulation of student performance data, and curriculum pacing calendars in order to determine strategic modifications to the school’s curricula.
- Instructional Cabinet will review Math units and progress on a monthly basis by analyzing student work at the end of each 6-8 week unit
- Teacher professional development surveys following each job-embedded PD session to maintain a culture of consistent teaching and learning among pedagogical staff
- Student benchmark assessments will be collected and shared for analysis on shared school portal/ online links

By Feb. 2016 teachers will demonstrate adequate progress as measured by the development and revision of at least 2 units of study per grade shared across the school.

**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.

Feedback from of our last Quality Review report suggests the following areas need attention:

Using Formative Assessment Strategies that promotes meaningful student self-assessment, along with opportunities for teachers to strengthen their teaching practice to produce greater learning outcomes .

Although Waterside teachers effectively use frequent checks for understanding during the lesson, the school wants scholars to self assess and monitor their own progress.

### **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, after providing targeted and differentiated professional development based on a shared school-created instructional focus and individual teacher needs, 10% of teachers will see an increase in their instructional practice around Using Formative Assessment Strategies as measured by feedback from observations using the Danielson Framework for Teaching.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Development- With a clear instructional focus established at the onset of the year (Using Formative Assessment Strategies), Monday and Wednesday professional development workshops will focus on supporting teacher growth in this area. Waterside will continue to utilize research based measures to accurately assess teacher effectiveness. Special attention will be allocated to address the needs of scholars with disabilities, English language learners, and other high-need student subgroups. District specialists in these areas will help to facilitate these PD sessions .</p>	<p>All teachers</p>	<p>Sept 2015  -June 2016</p>	<p>Administration with the support of Peer Instructional Coaches and Demonstration teachers as facilitators</p>
<p>Actionable feedback will be given to teachers to identify strengths, areas of instructional concern, and next steps to further develop teacher pedagogy. Feedback will be supported by study groups and professional learning communities whose topics will include: Using Formative Assessment Strategies.</p>	<p>All teachers</p>	<p>Sept 2015  -June 2016</p>	<p>Administration  -Principal and Assistant Principal</p>
<p>Inter-visitations will be planned for the fall and spring semesters to share instructional strategies to assist teacher teams in planning engaging common core units of study as well as promote academic rigor and engagement in the classroom.</p>	<p>All teachers</p>	<p>Sept 2015  -June 2016</p>	<p>Administration with support of PICs and Demonstration teachers as facilitators</p>
<p>Waterside will include parents in the attainment of this goal by ensuring that families have access to formative assessment data and teacher comments through our online grade-book (engradepro.com). In this way, parents will be able to track scholar progress on exit tickets, class checks and other formative assessment strategies. Workshop training will be provided for parents to support them in the use of this training. In addition, scholars will work with parents and advisors to set goals for</p>	<p>Waterside families and scholars</p>	<p>Sept 2015  -June 2016</p>	<p>Waterside teachers, Parent coordinator and advisors</p>

themselves in the areas of need identified by formative assessments.

**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.

Professional Development as well as teacher team time is embedded within our schedule. Other resources available include articles, research, samples, best practice strategies, and templates.

Support from the District Instructional specialists coupled with the support of a coach from the Office of teacher effectiveness will be used to support this goal.

Instructional cabinet meetings will take place every other Wednesday at 2:30PM to discuss classroom observation findings, share best practices, identify strengths as well as areas of instructional concern, develop resources to provide teachers with support, and norming activities to promote consistency between supervisors and departments regarding instruction as well as actionable feedback.

**Part 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 <sup>st</sup> 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, administration will engage in a mid-year progress monitoring of Danielson Framework data specifically Using Formative Assessment Strategies. Evidence of effective and highly effective percentages in these domains will demonstrate the amount of teachers who are performing well in these areas. By June evidence of an increase in this percentage area will demonstrate whether teacher practice has improved throughout the school year. In addition, the following progress monitoring will occur:

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

In February, Waterside will review data on advance/ teachboost online systems to determine if there is at least 6% increase in the number of teacher who have moved one average level on the Danielson Framework rubric.

**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.

The Learning Environment Survey indicated a parent participation rate of 61%. Our PTA attendance has hovered around 12 people and the number of contributions has been proportionally consistent for the last three years.

**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.

By June 2016, effective systems will be in place to improve communication between home and school leading to increased parental involvement in school functions and PTA activities as evidenced by results of school survey and increased PTA and school functions by 6%.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>WSL will explore options to web stream PTA meetings and other school functions to increase engagement by those unable to attend .</p>	<p>Families</p>	<p>Sept 2015 -June 2016</p>	<p>Parent Coordinator, PTA President, Administration</p>
<p>Record meetings and school functions digitally with access via the school website.</p>	<p>Families</p>	<p>Sept 2015 -June 2016</p>	<p>Parent Coordinator, PTA President, Administration</p>

A task force, spearheaded by the Parent Coordinator and PTA president, will focus on parent participation via the Learning Environment Survey .	Families	Sept 2015 -June 2016	Parent Coordinator, PTA President,
WSL will facilitate large scale events to engage parents in a fundraising efforts and engagement such as a concert. Waterside will promote family involvement through the use of schoolmessenger reminders, email blasts, newsletters and invite cards.	Families	Sept 2015 -June 2016	Parent Coordinator, PTA President, Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator will have allocated meeting time with PTA president and board											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
WSL reviews parent attendance sheets constantly. Our school will review the percentage of parent attending events at the end of each school quarter to determine which families are participating and if there has been any increase in usage. By November Waterside will review the average family attendance and determine if there has been a 10% increase in the number of families present at events.
Before 2 <sup>nd</sup> quarter Parent-Teacher conferences in Fall 2015, the parent coordinator will identify parents with low engagement and contact them. She will determine how many parents are not participating in school events, why they are participating and work with the PTA to create solutions.
Before 3 <sup>rd</sup> quarter, she will review the data and determine if there has been growth.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Services are determined based on the following: ELA State test scores, DRP data, online Scantron performance assessment which provides current reading and grade level equivalency scores, classwork and teacher observations .	Our SETSS teachers provide AIS support to the school's struggling readers, both in small groups and on an individual basis. They also push into ELA classes to support struggling readers in the classroom setting. Services are provided during the school day in both push-in and pull-out models. Our school uses the Balanced Literacy model which centers upon explicit teacher modeling, guided and independent practice. With the support of staff, scholars work on comprehension strategies through close reading. We connect reading and writing strategies. The ELA teacher also provides afterschool Academic Intervention Services for scholars struggling in ELA after school for an hour three times a week. Tutors from HarvardEd lab work with our scholars	Small Group, Tutoring, push-in/ pull-out model	Afterschool, lunch time, push-in during class time, afterschool and weekends

		daily as part of our MSQI initiative program		
<b>Mathematics</b>	Services are determined based on the following: Mathematics State test scores, Baseline assessments from Schoolnet, classwork and teacher observations .	Our SETSS teachers provide AIS support to the school's struggling scholars. Mathematics Intervention is provided by the SONYC afterschool staff who support our afterschool Academic Intervention services. We Incorporate more of the CMP3 curriculum components, IXL online program and accelerated program to our scholars during small group instruction. Our school will provide Saturday Academy classes for scholars struggling in mathematics.	Small Group, Tutoring, push-in/ pull-out model	Afterschool, lunch time, push-in during class time, afterschool and weekends
<b>Science</b>	Services are determined based on the following: Classroom grades, assessments, classwork assignments and teacher observations .	Our science teacher provides support for struggling scholars with lunch tutoring and small group instruction	Small Group, Tutoring	During school day
<b>Social Studies</b>	N/A; Support for general literacy is provided for scholars.			
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Services are determined based on the following: Teacher referrals, parent requests, classroom observations	WSL has one full-time guidance counselor and two service providers from counseling in schools who service general education scholars and special education scholars, as needed, in small groups and on a one-to-one basis. The guidance counselors follow up	Small group, one- to-one services	Afterschool, during school day and during afterschool

		<p>on scholars in crisis during the school day as needed. Additionally the counselors reach out to families and scholars and provide behavioral modifications that can be addressed in school and at home to enhance the learning of all scholars. WSL also has a school psychologist that provides counseling services to general education scholars and scholars with disabilities on a one-to-one basis, throughout the school day.</p>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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>The school administration is cognizant of the fact that it is located in a hard to staff, high need community. As such, it is important that the school works diligently to ensure a consistent and exceptional learning environment. At the end of the school year, preference sheets are distributed to all members of the teaching staff. On the sheet there is a question that asks teachers if they will be returning in September. If a teacher indicates that he or she will not be returning, the school will begin the recruitment process during the month before the conclusion of the school year. Possible candidate resumes are obtained through assistance from the Network Human Resources Director and the Open Market System. The Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the Region. Our school has also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows, Teaching Candidates and TFA candidates.</p> <p>Once resumes are selected for interviews, the school's hiring committee convenes to conduct the interviews. The hiring team consists of teachers and the administrative team. Once candidates are interviewed, their interview responses are graded using a rubric. The hiring committee then selects the candidates that they would like to conduct demonstration lessons. The demonstration lesson is conducted in a class on the grade level of the vacancy. The hiring committee will then make a selection based on the initial interview performance and the demonstration lesson performance.</p> <p>Once hired, new teachers are each given a mentor. New teachers are required to meet with their mentors on a weekly basis. New teachers are also provided with professional development on all instructional priorities. In addition, observations and feedback serve as a guide to assist in providing targeted professional development that supports instructional improvement.</p>

#### 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).
<p>Waterside teachers are recognized for exemplary practices and contributions. They participate in grade level and inquiry meetings focused on improving instruction. Teachers are given access to professional texts and other related material to support their professional growth.</p> <p>Waterside has ensured that a Professional Development Calendar for the school year has been developed. The calendar includes professional development workshops and activities to support all staff members in assisting</p>

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### Part 4: SWP Schools Only

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	97,990.00	X	Section 5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,664,083.00	x	Section 5A, 5B, 5C, 5D, 5E

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

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

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

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

- 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.

<sup>2</sup>The **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)**

The Waterside School for Leadership believes that parents and families are an integral part of our scholars’ success. We know that it is we can create a collaborative and supportive educational environment only along with our parents and community members. Together we can make our primary purpose to educate ALL scholars to the highest levels of

academic achievement by providing an appropriate curriculum in a safe, healthy environment. We recognize that together we can work to develop college bound scholars in grades 6-8 who are Leaders of their Lives, Learning and Community.

The overall aim of our Parent Involvement policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Waterside in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Holding this belief, parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. To support a healthy school-home relationship, the Waterside School for Leadership agrees to implement the following regulations:

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

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

We will work to ensure:

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

Waterside will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

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

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

- a. Holding meetings to present the school report card. Address questions to provide a thorough understanding of the growth and the needs of the scholars.

b. Issuing monthly notices and bulletins for parents to make them aware of the activities of the School Leadership Team and new initiatives from the Department of Education and the school.

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

a. Coordination of Community Based Organizations (CBO) to present effective parental involvement activities to improve

a. scholar academic achievement and school performance

b. Provide internet classes to teach appropriate use of the web to help their children

c. The Parent Coordinator will facilitate two meetings a year to inform parents of Part 154 options and make multiple phone calls to confirm their child's placement.

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

a. Scheduling a meeting with the Parent Coordinator early in the school year for parents of new scholars.

a. Reviewing with parents of new scholars the school policy and parent involvement opportunities i.e.

b. Reviewing grade appropriate curriculum, and placement of English Language Learners in appropriate programs

c. Distributing parent booklets: Helping Your Child Move on to Middle School (English & Spanish), What's up with Middle School?

Additional opportunities for our parents to become involved include:

a. Parent Teacher Association

b. School Leadership Team

c. Parent Teacher Conferences

d. Monthly Family Events and School Nights (academic based)

e. Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents; IE Bring your father to school day

f. Encouraging more parents to become trained school volunteers;

g. Using online grading systems to provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

h. Developing and distributing a school newsletter on a monthly basis to inform parents of new units of study, end of unit tasks and ways parents can assist their scholars providing school planners to support regular written communication between /teacher and the home

i. Maintaining a school website designed to keep parents informed about school activities and student progress;

j. Family workshops

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

- New York State
- Understanding our curriculum and programs
- Reading/ Literacy Strategies
- Impact Math
- Interactive Read
- Environmental Science
- Family orientation
- Understanding the importance of language and the connection to literacy achievement
- Curriculum Night

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

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

As a school we will also work to:

- provide translated documents of all school home correspondence. Translation services will be provided by our secretary and other school personnel.

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

- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- provide professional development to our staff regarding the most effective techniques in involving parents through respectful conversations and outreach to parents. This document will be updated regularly to reflect any changes regarding our School Parent Involvement Policy.
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

### School-Parent Compact

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

#### I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of scholars 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 scholars 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 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 <b>27</b>	Borough <b>Queens</b>	School Number <b>318</b>
School Name <b>Waterside School for Leadership</b>		

### 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 <b>Linda Munro</b>	Assistant Principal <b>Laura Alicea</b>
Coach <b>Caroline Feeney</b>	Coach <b>Joseph Cipoletti</b>
ENL (English as a New Language)/Bilingual Teacher <b>Erick English</b>	School Counselor <b>Nicole McLeod</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### 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	0
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)	223	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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"/>

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	20	<b>Newcomers</b> (ELLs receiving service 0-3 years)	18	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	17		1	2						0
<b>Total</b>	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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section 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							4	5	4					0
Chinese														0
Russian									1					0
Bengali														0
Urdu														0
Arabic								3						0
Haitian														0
French														0
Korean														0
Punjabi							1							0
Polish							2							0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							1	7	3					0
<b>Emerging</b> (Low Intermediate)							1							0
<b>Transitioning</b> (High Intermediate)									1					0
<b>Expanding</b> (Advanced)							5							0
<b>Commanding</b> (Proficient)								1	1					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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					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								2	1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	4			0
7	3	1			0
8	2	2			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	4		2						0
7	4	1	1	2					0
8	1		2	1					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.  
 Our school uses NYSELAT data, state test scores, DRP for 6th grade and Scantron Performance Series provides various data points for our scholars. The NYSLAT data provides us with information about our ELL's listening, speaking, writing and reading skills. The tests scores from the state assessment also provide us with a detailed item analysis which we can use to direct our instructional choices. The DRP for the 6th grade consists of chosen nonfiction paragraphs or passages on a variety of topics. It provides us with information about a scholar's reading levels, areas of difficulty and independent vs, instructional levels. These data points are checked against the Scantron Performance series which provides information about where scholars are compared to the district, state and national levels, learning objectives and grade level equivalency scores.  
 Teachers then use this data to drive instruction; formulating differentiated groups within their classroom as well as sharing the information with the ENL teacher. The data is used to create lesson plans that will increase the scholars' language acquisition, thereby increasing their academic performance overall.  
 Students are grouped accordingly within the classroom environment and groups change based on skill, topic and proficiency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers. A review of the various data points indicates that our scholars struggle with writing and reading skills hence our instructional program focuses on these skills.  
 For those that are not newcomers and still receiving services, the data indicates that their writing skills are what is holding them back from obtaining proficiency. Within our curriculum we are focusing on writing across content areas and having the students able to express themselves in written form.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Again, our data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. They continue to struggle with writing and reading skills.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

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

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](#).]

Paste response to question here:

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

WSL recognizes that students learning a second language move through stages- ie: early production, speech emergence, etc. We ensure that teachers take time to learn about each English language learner's stage of acquisition so that they can begin effectively differentiating instruction for these students.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Our school will evaluate success by the number of studente making AYP for ELLs. We will also compare the levels that students scored last year on the NYSESLAT and NYSITELL as to the year before and this year.

Students receive progress reports every two weeks in addition to the report cards. This assists in tracking students' progress frequently to see how they are performing.

## 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.  
Parents at our school are given a home language survey (HLIS) to fill out for the new student. HLIS must be completed with the assistance of a pedagogue; Both parents and students must be interviewed by trained pedagogue. If the survey reveals that the student understands, reads, writes, or speaks a language other than English, he or she must take the LAB-R exam. Students who need to take the LAB-R must be tested within 10 days of enrolling at our school. The exams assesses how well the student can read, write, listen and speak English. Entitlement is based on the results of the NYSITELL. For those students who cannot complete the exam in English but are native Spanish speakers, they are given the alternative assessment in the home language of Spanish to determine the student's proficiency in Spanish. That exam is administered by a Spanish speaking licensed pedagogue. Generally this is our ESL teacher, Mr. English. Once entitlement is established, students are placed in the desired second language program, whether it is ESL, transitional bilingual or dual language. Every spring, all current English language learners (ELLs) must take the New York State English as a Second Language Achievement Test. If they do not reach proficiency (P) level, they will remain an ELL for the upcoming school year.
2. 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).  
WSL works to identify SIFE within 30 days. WSL revius scholar work, the SIFE questionnaire, the Home Language Identification Questionnaire (HLQ) and Oral Interview Questions in the native language and English. WSL also uses diagnostic tests, in the native language and English, for mathematics, reading and writing.
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).

WSL's language proficiency team for students an IEP works to determine if the student has language acquisition needs and should take the NYSITELL. This team works to make a recommendation regarding the initial assessment of English Language Learner status for a student with a disability. It is comprised of an AP(administrator); a certified teacher, an ENL teacher, a special education and the student's parent. A qualified interpreter or translator of the language is also present at 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 NYSITELL results have determined entitlement, letters are sent home, inviting parents to attend an orientation. Letters are distributed within 5 school days by the parent coordinator. After the assessments are scored, the results are shared with the Principal, Assistant Principal, parent coordinator and discussed with ENL teacher. Entitlement letters are sent home in the parents' native language to inform them of their child's status.
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).  
Parents are informed in writing that they have the right to appeal ELL status within 45 days of enrollment. The entitlement letter of ELL status notification within 5 school days letting them know the results also informs parents that they have the right to appeal the ELL status within 45 days.
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.  
After NYSITELL results have determined entitlement, letters are sent home, inviting parents to attend an orientation. At the orientation, parents are given information as to what programs and services are available to them as parents of ELLs. There are three programs offered: Transitional Bilingual, dual language and freestanding ENL. Our ENL teacher facilitates this process. Parents are given the opportunity to inquire about all aspects of the programs available. If there is a program that is not available at a particular school, parents have the right to place their child in a school with their program of choice. They choose their desired program by filling out the parent selection survey. WSL only has ENL as a program option.
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.  
Our school send home notices and makes phone calls to the parent or other person in parental relation of a student designated as an English Language Learner shall be notified, in English and the language or mode of communication the parent or other person in parental relation best understands to ensure that surveys and selection forms are returned in a timely manner.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The Parent Coordinator works with the ENL teacher to monitor and track the return of forms and surveys. She will work to call families who need to return said forms.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The school mails home placement notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of parent ELL notifications and letters are kept in students' cumulative folders.  
The Assistant Principal has an ESL binder with a section for each student. HLIS, entitlement letters, progress reports and other pertinent information is retained in the APs office.
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.  
The ENL teacher and/ or the person responsible for administering the NYSESLAT receives special training on how they will be administering these tests and are made familiar with the directions before administering the test.  
  
The school schedules an orientation session to allow the test administrators to become familiar with this manual and to provide test administrators with training in the administration and scoring of the test. Administrators of the Speaking subtest are also trained in scoring prior to administration. All test materials are secure in their sealed packaging until the test administration date.  
There is an orientation for students where we inform English language learners about the NYSESLAT a few days before its administration. Parents are also notified. They will be informed of the dates of testing and the purpose of the test and notified of the prohibition of all phones and other electronic devices during testing. They receive a copy of the NYSESLAT Parent's guide.  
On the day that the NYSESLAT is to be administered, we will prepare answer sheets and the Testing Room for the scholars. all audio devices will be prepared beforehand.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The school mails home entitlement and transitional support notification letters after receiving appropriate scores, informing us of which students will remain.

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).

Currently, the trend shows us that freestanding ESL is the most popular program option. Parents are made aware of the other ESL programs, Transitional Bilingual (TBE) and Dual Language. If a parent requests the other choices, and there aren't enough numbers to implement these other choices, the ESL teacher will coordinate communication between the parent and the borough's ISC center to locate a school with the appropriate services for their child, though this has not occurred. We have an overwhelming response by parents to have students in a freestanding ESL program, where they will receive instruction in English and be immersed in the language, also utilizing the push in and pull out ESL model.

## 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.

Our school's ELLs are grouped in general education classes and are supported with push-in/ co-teaching ENL instruction throughout the week. Beginners and Intermediate students also receive periods of pull out to focus on reading, writing, vocabulary and speaking. Scholars are grouped according to proficiency level (Beginners, Intermediate, and Advanced) to make sure that the content designed for their language acquisition and learning level will be appropriate for them and they receive the mandated weekly minutes. The ENL teacher pulls out 5 to 7 scholars per group for instruction. There are classes on each grade level which contain the ELLs in order to utilize the push in model and adhere to schedules and minutes.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

Our ELL scholars who are entering and emerging receive 360 minutes of ENL instruction per week with a 1/2 or full unit of stand alone ENL. They will also receive 180 minutes of integrated ENL. Inside of the 360 minutes. Transitioning and expanding will receive 180 minutes of ENL instruction a week to include mandated time frames of integrated ENL. ENL instruction is conducted in the English language with references made in Spanish, Arabic and Polish. This time is allocated so that ENL scholars will be serviced by a certified ENL teacher during the humanities period in addition to stand- alone services.

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.

The ENL teacher plans and meets with each content area teacher during the week to support their instruction. The teacher uses textbooks in Spanish for the various classes to support their learning. In addition, teachers work to do the following:

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

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

Scholars will be assessed by daily teacher observation, self-assessment, performance assessment, and portfolio assessment. Our teachers assess their children's reading ability through the Scantron performance series program and DRP. Reading levels are viewed and analyzed for trends and patterns. The ENL teacher will collaborate with the classroom teachers of ELLs to

ensure that they will meet the standards and pass the required assessments. All the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year.

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

Paste response to question here:

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

#### Plan for Newcomers

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

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

#### Plan for Developing ELLs and Former ELLs:

• All ELL students are invited to the afterschool program where they can receive additional support from the ESL teacher. Also, we have Saturday Academies where teachers service the ELL populations and all are invited to attend for Saturdays starting

in December. Our teachers tap into the different learning modalities during instructional time in order to assure all students are learning. ELLs are also part of any of our content based support such as that for Science or for Social Studies.

Plan for Long Term ELLs: An analysis of the scores for long terms ELLs on the NYSESLAT, ELA and Math assessments suggests that

their problem is one of reading and writing. Our action plan for this group involves.

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

#### Use of Word Generation vocabulary program

- Monitoring the progress of scholars in all content areas to differentiate instruction for literacy needs
- Saturday Academy

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.

I will consult with qualified staff member in the school, the students parent/guardian, and the student to ensure that the students progress has not been adversely affected. I will provide additional support services to the student. The guidance counselor will meet with the student to help the transition of a scholar. If the the decision is to reverse the ELL status, I would consult with the superintendent or his/her designee and a final decision will be provided to a family.

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

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

a. The language experience approach: This will enable scholars to develop academic skills through listening, speaking, reading writing, and thinking with focus on teaching the structure and convention of the English language.

b. Through hands on activities like field trips, projects, and scientific experiments, scholars will have the opportunity to have real life learning experience and better understand the concepts presented in the curriculum.

c. Technical Support through computer and audio cassette. Scholars are given the opportunity to work in the computer as well as use books on tapes to expand scholars' learning experience. In an effort to raise learning standards, the ENL teacher uses a variety of online programs, online literature, audio cassettes, graphic organizers to allow concepts to be taught in a concrete dimension

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?

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

**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 INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

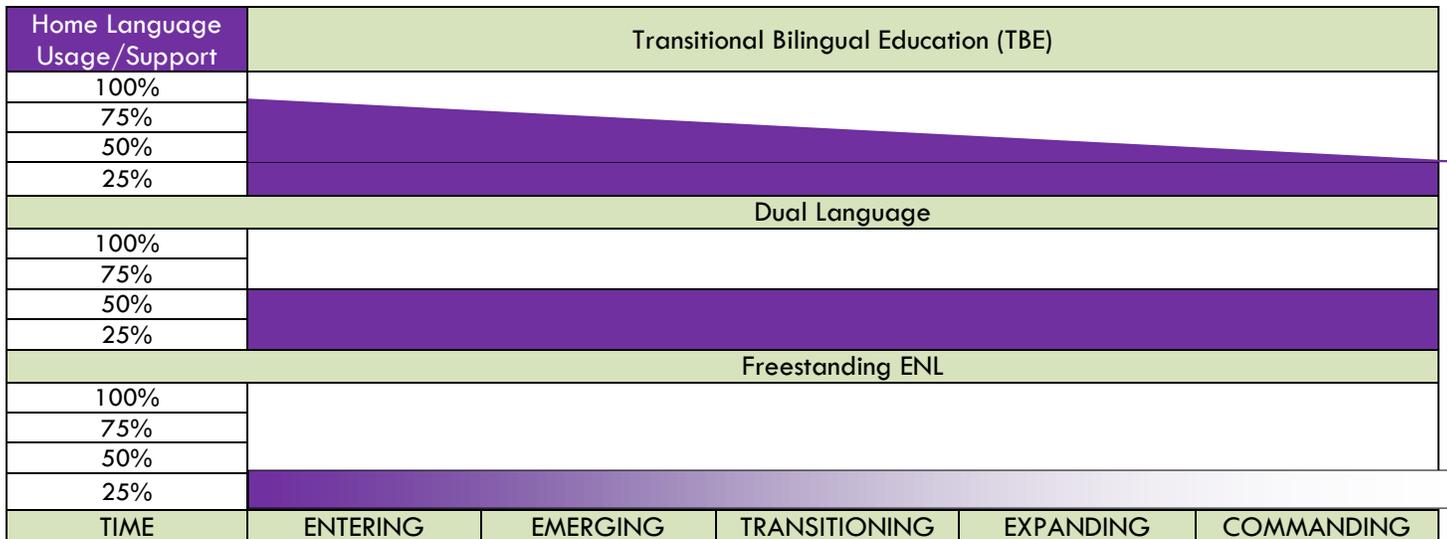


\*Note: “other approved services” does not apply to New York City at this time.

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. All instructional components will be taught in the English language. In an effort to develop the language skills and fluency of our ELL population at M. S. 318, we will use the Workshop model which follows all the balanced literacy components, (researched-based), such as Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we will incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulatives. Teaching strategies that will be used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction and pair share activities. Our English Language Learners will be encouraged to participate in the Test prep classes and the after school small group instruction with a focus on differentiating instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our school will use interim assessments to determine the effectiveness of our current program. We did not meet AYP last year for ELLs so we will be looking to improve this year.
12. What new programs or improvements will be considered for the upcoming school year?  
WSL is considering the use of the TheSys ELLoquence.
13. What programs/services for ELLs will be discontinued and why?  
Our school no longer uses Acuity online programs. We are switing to schoolnet to meeet the needs of our schools.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All of our students have access to afterschool programming. We have extended day for our ELL students. We also offer reading tutoring and HW help for all of our students including ELLS. Middle School 318 in conjunction with Child Center of NY afterschool Programs will provide a vibrant after school program for all scholars. The program will be instructional. It will assist scholars with math and ELA. All English Language Learners will be encouraged to attend. ELL scholars are enrolled in supplemental AIS programs such as Ticket to Read, a computer based program for struggling readers. ELL scholars participate in various activities such as soccer, math club, performing arts club, ELA/ Book club, chorus, technology club and Saturday Academy
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.  
Our school uses audio devices, computers, smartboards, headphones and more to support students. We also use translated textbooks, dictionaries, glossaries and other tests to support them. The use of the IXL program will support our reading in ELA and mathematics.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Paste response to question here:
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).  
Our school has the following in place for enrolled ELL students- whether they enroll before the start of the year or during the year:  
- Parent and scholar orientation  
-Meeting with Parent Coordinator  
-Partner with a peer student to introduce them to the school and classes  
-WSL advisory program  
-ENL teacher support :
19. What language electives are offered to ELLs?  
Paste response to question here:
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## 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.)  
Professional development is provided by school staff, community learning support personnel organization. Our school will also focus professional development on Differentiated Instruction strategies. These PD sessions take place on a monthly basis at Faculty meetings as well as at grade conferences. Additionally, as needed, staff members participate in PD sessions provided by our Network as well as those offered city-wide.

School Staff: Within the schools Professional Development program, the focus is on:

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

• Support Personnel: Workshops scheduled for the 2015-2016 school year are as follows:

taken by teachers on our staff have included:

- o September 28 - Accommodations and Modifications for ELLs Scaffolding in the content areas
- o October 26 - Language and Literacy Development
- o November 2 - Using Data to Drive ESL instruction Differentiation in the ENL classroom
- o November 9 - Differentiation in the Mathematics classroom
- o December 7 - Scaffolding in the content areas
- o January 25 - Native Language Literacy Development
- o February 8 - Writing across the curriculum
- o March 7 - Listening and Speaking and the NYSITELL
- o April 18 - Reading and Writing and the NYSITELL
- o May 9 - ELLs and transitioning to High School Native Language Literacy Development
- o June 13 - Preparing for Next Year and looking at the students' progress

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?  
Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers. CCLS Quality Teaching Workshop series, which our ELA, ENL, and content area teachers have attended. Teachers return to school and during Grade Level Meetings and Department Meetings, turnkey the information received and use it during common planning time to adjust the curriculum to meet the needs of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Staff will receive training in administering advisory programs to support student transitions into middle and high school. The guidance counselor also conducts professional development sessions for teachers to assist ELLs with the transition.
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 WSL staff receives training as per CR Part 154.2 connected to ELL specific professional development. PD will be provided in house by the office of teacher effectiveness, at the Queens South Borough Field Center and outside Agendas and attendance will be filed in the main office with the secretary.

### 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?

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

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We continually work with our parent coordinator to conduct workshops for parents of English Language Learners to further inform them of issues pertaining to the instruction of their children. Furthermore, through frequent communication, both written and oral, in the language (s) and or level of parents understanding both the parent and community are given the necessary information to make informed decisions about their child's education and when necessary, arrangements for an interpreter is present to translate information about their child's academic progress and school concerns and events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Child Center of NY partners with our school for provide workshops and services to ELL parents.
5. How do you evaluate the needs of the parents? A parent survey at the start of the school year is used to evaluate the needs of parents.
6. How do your parental involvement activities address the needs of the parents? They are designed based on the needs identified in the parent survey.

### 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.

Paste response here:

## Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: 27Q318**      **School Name: Waterside School for Leadership**  
**Superintendent: Mary Barton**

### 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](http://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

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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.

Translation and oral interpretation needs are determined using the home language survey report. Most of our ELL parents speak Spanish. The second largest populations are Arabic speakers. In addition, our Parent coordinator works to ensure that she is identifying and meeting the language needs of our school. Our school reviews scholar information packets filled out during family orientation to determine language preferences at WSL.

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.

To ensure that Spanish speaking parents are informed about their child's education, all literature and conferences are translated by the Parent volunteers, teachers, clericals, or school aides. Online translation services such as babelfish and google translate are used as well. All other language spoken by our ELL families receive oral translations from our teachers, students and other staff members.

## Part B: Creating a Communications Calendar

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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.)

Monthly calendars, monthly unit letters, school newsletters, parent meeting announcements, family and student events, afterschool applications, school letters re: school concerns, workshop flyers and NYS testing information.

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.

Curriculum night (September), Middle School PT conferences ( November, February, June), Advisory Portfolio presentations, Tuesday parent engagement meetings, guidance meetings, disciplinary meetings, parent celebrations, talent shows.

## Part C: Providing Language Assistance Services

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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.

We continually work with our parent coordinator and teachers to translate for families and when necessary, arrangements will be made by our school secretary to assist. When needed, we will also ensure that translate services are hired to make ensure that documents are translated and accessible to all families.

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.

We continually work with our parent coordinator (who is our Language Access Coordinator ) and teachers to interpret for families and when necessary, arrangements for an interpreter is present to translate information about their child's academic progress, at school and at events. In addition to providing oral translation at all meetings in Spanish through the use of an in-house translator (ESL teacher or parent volunteers), the school has purchased an electronic messenger systems to deliver translated messages to families.

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## Part D: Training Staff on Policies and Procedures

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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.)

Staff members are expected to reach out to the parent coordinator with any translation needs. Weekly emails remind staff to reach out to parents and to make use of translation services as needed. The school staff reviewed the Language Access Kits during orientation to review the informational brochure about the services provided by the T & I Unit, and an DOE phone card for school staff that outlines how to obtain an interpreter.

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## Part E: Providing Notice of Language Assistance Services

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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

The school survey all parents who attended orientation in September 2015 to assess language needs. The school will also identify crucial documents that need to be translated at least 30 days in advance, to ensure that all necessary documents are translated and available. School will create a schedule of all meetings and ensure that translation is available. WSL will seek the assistance the Translational and Interpretation Unit from the NYC Department of Education whenever necessary for all other language

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## Part F: Monitoring and Quality Control

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

The school carefully reviews the school environment survey to determine parent satisfaction with the quality and availability of services. In addition, the PTA and SLT provide us with various forums to hear feedback and address family concerns around language translation and interpretation services.