2018-19
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

BEDS Code: 342700010318

Grades Served: 6-8

School Address: 190 beach 110th 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

Principal: Linda T. Munro

UFT Chapter Leader: Lucy DiBartomoleo

Parents’ Association President: ShonmicaPryor

SLT Chairperson: Lucy DiBartomoleo

Title I Parent Representative (or Parent Advisory Council Chairperson): Miriam Zapata

Student Representative(s): NA

CBO Representative: TiffanieHawes

District Information

Geographical District: 27  
Superintendent: Jennifer Ambert

Superintendent’s Office Address: 82-01 Rockaway Beach Blvd. Ozone Park, NY 11416

Superintendent’s Email Address: jambert@schools.nyc.gov

Phone Number: 718-642-5770  
Fax: 718-642-5705

Field Support Center (FSC)

FSC: Queens South  
Executive Director: Marlene Wilks
Executive Director’s Office Address: 82-01 Rockaway Boulevard Ozone Park, NY 11416

Executive Director’s Email Address: 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda T. Munro</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lucy DiBartomoleo</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Shonmica Pryor</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Tiffanie Hawes</td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Allison Isaac</td>
<td>Member/ WSL Staff</td>
<td></td>
</tr>
<tr>
<td>Sean McNulty</td>
<td>Member/ WSL Staff</td>
<td></td>
</tr>
<tr>
<td>Marisa Desiderio</td>
<td>Member/WSL Staff</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Milissa Lehiman</td>
<td>Member/Parent</td>
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<tr>
<td>Bianca Galas</td>
<td>Member/Parent</td>
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<tr>
<td>Danielle Rodriquez</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Tara Figueras</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

| 1. What is your school’s mission statement? |

The Waterside School for Leadership 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 our school and classroom environments, 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 speaking during community meetings, participation in student government and other school activities, and yearly portfolio presentation to an exit panel. Many 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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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.

Waterside has multiple programs to support this development. To meet the needs of our scholars- especially those with emotional disabilities, we have created partnerships with ArtistYear and the Child Center of NYC to provide scholars with strategies for building artistic, academic and social-emotional competencies. They provide sports, art and dance activities for our scholars during and after school. They also facilitate book clubs that support literacy development both after and during the school day. Our school is also excited to continue our partnership with the Middle School Quality Initiative to prepare scholars for college and career success. Our participation in the Chancellor’s College Access for All initiative has been hugely successful as it aligns with activities that our school has promoted since its inception. Our scholars discuss colleges and visit campuses every month to support early college awareness. These partnerships and organizations provide support to our students, staff, and families through college planning, Professional Development, workshops and other unique offerings. We believe that addressing our scholars’ social-emotional needs, exposing them to college early and fostering interest in various enrichment activities will result in increased scholar engagement, satisfaction and academic progress.

Academically, the Waterside School for Leadership works annually to revise our comprehensive curriculum which is aligned to the NYS Common Core Learning Standards and is transitioning to the Next Generation Learning Standards. Our teachers work collaboratively to establish lessons and units that support the development of creativity, the ability to think critically and problem solving skills. They use data to drive instruction and make instructional changes. This year, our school has partnered with DataCorp to provide teachers with assessment schedules and data analysis training. Teachers also look at scholar products, listen to scholar discussions using accountable talk and review unit data while implementing supports from different curriculum resources to improve their units of instruction, quality of the text dependent questions and pedagogical practices. While Waterside primarily utilizes Scholastic Code X and Go Math, teachers also use supports for vocabulary like Word Generation and Quizlet. Reading comprehension is supported by online programs like MYO while mathematics utilize standards based programs like IXL.com. Our math teachers have attended training with Algebra for All to redesign the way we conceptualize mathematical questions. Our Science classrooms have worked to integrate the Next Generation Science Standards and the Elevate curriculum program while our Social studies team has transitioned to Passport to Social Studies. Our work is supported by the use of technology. We are also the beneficiaries of Reso 8 council grants that have helped to supply our school with laptops, computers, IPADS and Promethean-boards for every classroom. This allows our school to fully integrate technology in our classrooms and provide challenging interdisciplinary learning opportunities. Waterside uses Google Classroom and Drive daily to enhance instruction and teacher collaboration.
Waterside scholars also have weekly enrichment opportunities. Our WSL Enrichment program allows our scholars to explore and learn from each other while participating in different activities and programs. They self-select new programs 2 times a year. Many of the groups present during family events and demonstrate their various skills from their chosen enrichment groups.

As per our last Quality Review, the Waterside School has high expectations of the entire staff, effectively communicates expectations connected to a path to college and career readiness to families, and establishes 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.

3. Describe any special student populations and what their specific needs are.

Our school has a high special education population. More than 35% of our scholars are identified as scholars with special needs. In addition, our school has seen an increase in our ENL 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 ENL classroom support.

4. Identify 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.

Last year, Waterside focused on the use of formative assessments to adjust curricula and instruction, and revising our formative assessment practices to reflect the use of ongoing checks for understanding. Our work centered around checks for understanding, use of traffic light assessments and exit tickets to determine mastery. Our work was supported by our use of technology systems like Google drive, plickers, and IPads. Because of this focus, our school realized that many of our scholars struggled with understanding what questions were asking because they struggled with the vocabulary. In the 2018-19 school year, Waterside intends to continue our work as we deepen scholar skills by increasing time on text and improving mathematical problem-solving with an underlying emphasis on vocabulary to support those goals. This will help with accuracy, comprehension and understanding in all subject areas.
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<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
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</thead>
<tbody>
<tr>
<td>06, 07, 08</td>
<td>228</td>
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| Transitional Bilingual | Dual Language | Self-Contained English as a Second Language | N/A |

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<td># Special Classes (Math)</td>
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<td>Types and Number of Special Classes (2018-19)</td>
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<tr>
<th>School Demographics and Accountability Snapshot for 27Q318</th>
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<tr>
<th>School Configuration (2018-19)</th>
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<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
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<tr>
<td>Hispanic or Latino</td>
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<td>Economically Disadvantaged</td>
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<thead>
<tr>
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<thead>
<tr>
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<td>Students with Disabilities</td>
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<tr>
<th>High School Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
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<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
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<td>Economically Disadvantaged</td>
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<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
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<tr>
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<tr>
<td>Economically Disadvantaged</td>
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2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Historically, our school has struggled to increase proficiency levels on the NYS math and ELA examinations which were 8% and 31% respectively on the 2017-18 school year state exams. Although our school proficiency increased in 2018 by 3% in ELA, it decreased by 1% in mathematics. Therefore improving mathematics instruction and increasing rigor is a priority.

Waterside conducts baseline assessments at the beginning of each school year, ongoing benchmark assessment (approximately three times per year) and end of year assessments using Schoolnet Performance Series.

Waterside has used this data to place students into leveled math learning groups during Program Periods to get targeted mathematics instruction. During group teacher meetings, professional development and conference days, staff will participate in a variety of workshops that focus on reviewing student work, utilizing benchmark data to drive instruction and adjusting instructional practices. Waterside must now strengthen teacher practice through the sharing of best practices throughout the school community through inter-visitations.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, WSL will see a 10% increase of scholars scoring above a 70 on the End of year mathematics assessments designed by Data Corp.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All Math Teachers/staff</td>
<td>August 2018</td>
<td>Administration with the support of Peer Instructional Coaches and cabinet</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).</td>
<td>Selected Teachers/staff</td>
<td>September 2018 - June 2019</td>
<td>Teachers and coaches</td>
</tr>
<tr>
<td>Each month, math teachers will visit a classroom or school using the inter visitation reflection form to observe best practices. Upon completion, teachers will reflect and provide actionable next steps for implementation into their own practice.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teachers and coach will meet to discuss feedback and takeaways from the visit.</td>
<td></td>
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</tr>
<tr>
<td>Teachers will visit showcase schools and Math administrators plus 1 PDs to get insight from other school settings and teachers. Support from the Algebra for all program and cohort will be ongoing throughout the year.</td>
<td>All Teachers/staff</td>
<td>September 2018 - June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Math teachers will meet weekly to review scholar work products and revise math curriculum maps on Google Drive. Data Corp will meet with teacher to review assessment data. They will analyze student test data to determine areas of struggle for students. These are the areas they will review with scholars in small groups and centers.</td>
<td>Math teachers/staff</td>
<td>September 2018 - June 2019</td>
<td>Teachers, Data Corp trainers</td>
</tr>
<tr>
<td>Teachers will identify students in need of additional AIS programming for mathematics. They will use this time to reinforce skills determined by the BOY DataCorp assessments.</td>
<td>AIS teachers/staff</td>
<td>September 2018 - June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Parents will also be able to support scholars with math online resources like <a href="http://www.ixl.com">www.ixl.com</a> and mobymax.com.</td>
<td>All WSL parents and families</td>
<td>September 2018 - June 2019</td>
<td>WSL teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops will be used to discuss the rigorous instruction and Next generation learning standards. Parents will also be able to support scholars with online resources like www.ixl.com and mobymax.com. Our school provides workshops and information during monthly PTA meetings on these online platforms. This training is provided by our model teacher and coach.

### 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.

Teacher programs during the regular school day will allow for common planning.

Coverages will be provided for teachers to conduct inter-visitations to their colleagues classrooms, schools or external PDs.

Schedule adjustments will be made so that students will be scheduled for extra periods of math per week with teachers to reinforce, re-teach and instruction students on the CCLS as related to math. Teachers will be provided with opportunities to work with a Peer Instructional coach when needed and attend professional development as needed.

Professional Learning Time during math team meetings will be used to share best practices while also reviewing and analyzing student data

Google Apps for Educators will be used to document changes and unit development.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 30, 2019, WSL students will see a 5% increase of scholars scoring above a 70 on the Mid Year year mathematics assessments designed by Data Corp.
In 8 week intervals of monitoring, teachers and paraprofessionals will participate in data sessions and staff development to look at unit assessments/scholar work and determine next steps in the skills necessary to meet the rigorous standards for each grade.

Furthermore, we expect that this will result in a 6% increase in scholars scoring a level 3 or 4 on the NYS math exams.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolnet online Performance series</td>
</tr>
</tbody>
</table>

| Part 5c. In **February 2019**, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>Our Waterside teachers meet in grade level meetings each week. Currently, these meetings focus on curriculum planning and academic next steps. Teachers also use this time to discuss concerns with students but they do not effectively engage in data analysis evaluation and tracking. In school year 2018-2019, Waterside will review trends across grades and individual scholar data to address scholar attendance/behavioral concerns and create interventions as needed for all scholars including SWDs and ENLs.</td>
</tr>
</tbody>
</table>

#### Part 2 – Annual Goal

| Indicate your school’s 2018-19 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 2019, teachers and staff members in grade level teams will meet weekly to review attendance, academic and behavioral data and trends to plan grade wide or individualized interventions, next steps, and family outreach plans for weekly parent engagement time to improve school culture as evidenced by a decrease in overall disciplinary infractions by 7% in the OORS system. |
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, administration</td>
<td>August 2018</td>
<td>Teachers, Cabinet Team, Administration, SLT</td>
</tr>
<tr>
<td>All Teachers/staff</td>
<td>August-September 2018</td>
<td>Teachers, Coaches, Administration</td>
</tr>
<tr>
<td>All Teachers/staff</td>
<td>September 2018</td>
<td>Teachers, Coach, Administration</td>
</tr>
<tr>
<td>All Teachers/staff</td>
<td>September 2018- June 2019</td>
<td>Teachers, Cabinet Team, Administration</td>
</tr>
</tbody>
</table>

Waterside’s cabinet and School leadership team will meet to design protocols for data review of scholars including ENL students and SWD.

Waterside leadership will use Google Drive and create tools and calendar for grade level teams to track data and parent outreach.

Cabinet members on each grade level team will share protocols, expectations, and initial data points with teacher teams.

Staff members with team leaders will hold weekly teacher team meetings to evaluate data, delineate next steps, and revise plans.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Waterside will:

- Provide parent/family workshops which focus on attendance and parenting strategies. In this way, we will continue to provide assistance to parents so that they can reinforce strategies at home with their own scholars.
- Use every Tuesday afternoon to ensure that Waterside families will receive communication and outreach from teachers in regards to plan based on data points.
- Convey student mastery through periodic communication with parents/guardians using our bi-monthly progress reports.

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.
Teacher programs are designed to allow for common planning and team meetings during the regular school day. Google Apps for Educators will be used to document meeting protocol changes, meeting minutes and data tracking.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
</table>

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Waterside is a small school with a close, collaborative staff. This is indicated in the NYC Learning Environment survey where the school received a score of 4.0 with 93% positive outcome rate in the area of Peer Collaboration. This is 5% higher than the district average and 3% higher than the city average. However only 90% of teachers agreed or strongly agreed that WSL teachers design instructional programs (e.g. lessons, units) together.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
</table>

By June 2019, there will be a 0.06 increase measured by teacher responses on the Learning Environment Survey of teachers working in collaborative teams to design instruction while supporting scholar learning, vocabulary, lesson planning, classroom visits, and formative assessments. Specifically, the survey element score will increase from 4.0 to 4.06 for the 2018-19 school year.
Part 3a – Action Plan

### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>WSL cabinet will select and norm grade and subject team teacher leaders by department to train and lead instructional grade teams with an additional focus on scaffolding to meet the needs of SWDs and ENLs.</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, administration</td>
<td>August 2018</td>
<td>WSL Cabinet and Administration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Waterside will ensure that teachers are programmed within their schedules to have time and opportunities to meet in Grade Level Teams (same grade/ different content), and Interdisciplinary Teams (same content/different grades or scholars). Meetings will be led by team leaders and our Peer Instructional Coach.</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers/staff</td>
<td>August 2018- June 2019</td>
<td>Teachers, Coach, Administration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WSL will allocate planning days where teachers meet in teams to develop and revise curriculum plans periodically throughout the year. This will allow them to design instructional programs (e.g. lessons, units) and manage concerns with pacing as a team.</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers/staff</td>
<td>August 2018- June 2019</td>
<td>Teachers, Coaches, Administration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher teams will use parent engagement time on Tuesday afternoons to design unit letters, communicate with families and support parent understanding of the rigorous Instruction/curriculum plans so that families can support their children at home.</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers/staff</td>
<td>August 2018- June 2019</td>
<td>Teachers, Parents, Administration</td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Waterside will host various events to engage parents in understanding the rigorous Instruction and curriculum plans designed by staff. Staff members will work together to present at the following areas:

- August 2018: Incoming 6th Grade Parent Orientation Workshop
- September 2018: Welcome Back to School Night
- Sept 2018-June 2019: Select Monthly PTA Workshops, PTA Meetings
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.

Funding will be allocated to provide coverage for teachers to host planning days with their colleagues.

Schedule adjustments will be made so that staff will have time to meet in departmental and grade level meetings.

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     | || 21st Century Grant | || SIG | || 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.

Mid-point Benchmark: At the start of February 2019, the WSL administrative team will gather evidence in the form of Team Meeting Agendas, Feedback from teachers found in Team Meeting Minutes; Agendas and documentation from PD opportunities created for teacher teams.

The expectations at mid-yr benchmark should be that all teachers are working collaboratively in established teacher teams to create and revise curriculum.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Google Drive- Curriculum plans (pre revisions and post revisions), team agendas and minutes.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   Waterside has typically received strong scores in the area of Effective school leadership. On the 2017 Learning environment survey WSL earned a score of 4.38 in this areas which was .83 higher than the district average and .76 higher than the city average. However, with the change to the principal as the sole evaluator, it is even more critical that teachers still feel supported and nurtured professionally. This often comes in the form of classroom visits, observations, feedback reports and subsequent PD as next steps.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, WSL’s school leader will conduct at least 4-6 teacher observations determined by teacher choice and provide written feedback within 15 school days of the observation date. To support this development, school leaders will provide support to staff through multiple and varied professional development opportunities to inform instruction as measured by a 2% increase in the NYC School Survey Measured of instructional leadership.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal will analyze Teachboost Data to familiarize and track various areas for improvement. In addition, Principal will review the timeliness of feedback given from the 2017-18 school year and create a schedule of observations to ensure timely feedback during the upcoming school year.</td>
<td>All teachers</td>
<td>July-August 2018</td>
<td>Principal</td>
</tr>
<tr>
<td>During summer PD, school and teacher leaders will explicitly advocate the expectation of an open door policy to continue to build a school culture based on trust, collaboration and respect.</td>
<td>All teachers</td>
<td>August 2018</td>
<td>Administration -Principal and coaches</td>
</tr>
<tr>
<td>Teachers will engage in professional learning activities aligned to their own professional goals developed using the rubric outlined in Danielson Framework. Their own increased knowledge base will allow them to better engage in post-observation conversations with administration.</td>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Administration with support of Peer instructional Coaches and Demonstration teachers as facilitators</td>
</tr>
<tr>
<td>Principal will continue to utilize the Danielson framework to observe teachers, provide support, real time coaching, and resources for growth in pedagogy to more effectively meet the needs of ENLs, SWDs and other subgroups</td>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Administration with support of Peer instructional Coaches and Demonstration teachers as facilitators</td>
</tr>
</tbody>
</table>
**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Administration will share instructional needs and trends with the school’s leadership team or SLT. There will be a level of transparency with school data and various areas for improvement. This will be discussed over the course of the school year.

In addition, these goals will be shared with parents at various PTA meetings to ensure transparency and understanding of the larger WSL parent community.

**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.

**Waterside will:**

- Share calendar/observation schedule with the cabinet and school secretary for increased accountability.
- Purchase the Teachboost software web based program linking observation reports to Advance.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<tr>
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<th>C4E</th>
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</table>

**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.

**Waterside Principal will review Advance to monitor completion and distribution of observation reports quarterly to ensure their return within 15 school days.**

In January 2019, Waterside’s cabinet will conduct a review of teaching staff of all rated components using Teachboost.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

In January 2019, WSL will review Advance data to determine progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc.

Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Waterside typically receives strong feedback in areas of family engagement. Most parents on our NYC Learning Environment survey agree or strongly agree that the Waterside communicates effectively with them and provides a supportive environment for their children. For our second year, Waterside completed Scholar-Led conferences to allow scholars to facilitate that communication and share areas where the school and family can work together to support each scholar’s progress. In the 2017-18 school year, Waterside had approximately 69% of our families participate in our scholar-led conferences.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Our goal is that by June 2019, 70% of WSL families will have participated in at least one cycle of scholar-led conferences as measured by parent sign-in sheets.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSL scholars</td>
<td>September 2018- June 2019</td>
<td>WSL Teachers, Administration, SONYC staff</td>
</tr>
<tr>
<td>WSL Families</td>
<td>September 2018- June 2019</td>
<td>Parent Coordinator, PTA President, Administration</td>
</tr>
<tr>
<td>WSL staff and scholars</td>
<td>September 2018- June 2019</td>
<td>WSL Staff</td>
</tr>
</tbody>
</table>

Staff will set goals with scholars in Program classes and help them to monitor their goals. They will also help them to prepare for conferences with their families. This will be supported by counselors and after school staff members.

WSL will survey parents to determine their preferred meeting time and modes of communication. The school will then actively promote family involvement through the use of school messenger reminders, twitter, email blasts, newsletters and invite cards. This will help to increase the number of families attending Scholar-led conference events.

The parent Coordinator and Office director will work together to plan and schedule family conferences to increase attendance. Waterside will use Google drive to track parent attendance on an excel spreadsheet. They will monitor family attendance and make personal efforts to invite parents who have not attended a conference by mid-year.

All staff will participate in PD and implement portfolios in every content area.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Child Center of NYC-Sonyc

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.

Parent Coordinator will have allocated meeting time with PTA president and office staff to plan for scholar-led conferences.
The school messenger system will be used to alert parents of upcoming Scholar-led conferences.

School periods will be used for scholars to practice their conference speeches, select pieces from their portfolios to share and to reflect on their learning.

Partnering with Child Center of NYC-Sonyc will provide the school with additional staff and funds to support parent participation in Scholar-led conferences.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

WSL will track parent attendance sheets on Google Drive constantly. Our school will review the percentage of parent attending Scholar-led conferences at the end of each school quarter to determine which families are participating and if there are any families who have not attended. The parent coordinator will identify parents with low engagement and contact them directly. She will work with the office staff to schedule individual times for families that work with their work schedules- using prep periods, lunch periods or family engagement time.

Our school will review the percentage of parent attending events at the end of each school quarter (October 2018, January 2019, April 2019 and June 2019) to determine which families have attended at least one Scholar-led conferences.

In December 2018, Waterside will review the average family attendance and determine if there has been an increase in the number of families present at scholar led conference events.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent Log on Google drive

Parent attendance sheets

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Services are determined based on the following: NYS ELA State test scores, DRP data, online MYON performance assessments and MYON Baseline assessments which provides current reading and grade level equivalency scores, class work and teacher observations.</td>
<td>For the 2018-19 school year, teachers again voted in favor of using circular 6 time to provide AIS support to selected scholars, both in small groups and on an individual basis.</td>
<td>Small Group, Tutoring, push-in/pull-out model</td>
<td>Afterschool, lunch time, push-in during class time, afterschool and weekends</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Services are determined based on the following: NYS Mathematics State test scores, Baseline assessments from Schoolnet, class work and teacher observations.</td>
<td>Mathematics Intervention is provided by the SONYC afterschool staff who support our afterschool Academic Intervention services. We Incorporate more of the Go MATH curriculum remediation 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.</td>
<td>Small Group, Tutoring, push-in/pull-out model</td>
<td>Afterschool, lunch time, push-in during class time, afterschool and weekends</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Science</td>
<td>Services are determined based on the following: Classroom grades, assessments, class work assignments and teacher observations.</td>
<td>Our science teacher provides support for struggling scholars with lunch tutoring and small group instruction</td>
<td>Small Group, Tutoring</td>
<td>During school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>N/A; Support for general literacy is provided for scholars.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Services are determined based on the following: Teacher referrals, parent requests, classroom observations.</td>
<td>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 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</td>
<td>Small group, one-to-one services</td>
<td>Afterschool, during school day and during afterschool</td>
</tr>
</tbody>
</table>
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.
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.

Basic/emergency supplies: The School will provide students with needed supplies and uniforms to allow them to be academically and socially successful in our school community. These may include flash drives to allow them to access their work, pens, pencils, book bags, etc.

In addition, we will use funds to provide students with any financial support related to their travel to and from school and school events.

Through the efforts of the Parent Coordinator, the PTA President will conduct outreach to parents of students in temporary housing so these families can be involved in parent/school activities.

All Students in temporary housing will be provided access to additional academic interventions and services after the school day and on Saturdays. These include online access to IXL, Myon and newsela. All scholars will have access to these services and emotional support from the Child Center of NY SONYC program. In addition, transportation will be provided to and from Saturday/ afterschool programs.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The school administration is cognizant of the fact that it is located in a hard to staff, high need community. As such, it is important that the school works diligently to ensure a consistent and exceptional learning environment. Possible candidate resumes are obtained through assistance from the district’s 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.

Prospective teachers go through a rigorous interview process. All must possess the required licenses for their particular assignments. In fact, we currently recruit teachers who hold multiple certifications across grades and content areas in order to ensure flexibility and ability to assign teachers to their licensed area. 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. Prior to hiring a candidate, the teacher’s credentials are verified by our district’s HR Director to ensure that the candidate holds valid state certification in that license area.

Lastly, the BEDS survey is reviewed periodically to ensure that every teacher’s assignment aligns with their license area so that all teachers are reported as Highly Qualified.

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).

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

Waterside has ensured that a Professional Development Calendar for the school year has been developed. The calendar includes professional development workshops and activities to support all staff members in assisting 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/District 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.

N/A

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).

N/A

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 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. 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". 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$13,540</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$p</td>
<td>Section 5A, 5B, 5C, 5D, 5E, 7, 8</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$p</td>
<td>Section 5A, 5B, 5C, 5D, 5E, 7</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$p</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,978,899</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section 5A, 5B, 5C, 5D, 5E, 7</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used...
conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>Parent Involvement Policy (PIP)</td>
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</tbody>
</table>

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 Elementary and Secondary (ESSA) 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 Every Student Succeeds 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

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</table>

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

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 ESSA:

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 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.**

- **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**

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### Parental Involvement and School Quality

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**
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

**Encouraging School-Level Parental Involvement**

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 (SPC)**

Waterside, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,
agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

**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 Elementary and Secondary (ESSA) Act;

### I. School Responsibilities: Supporting Home-School Relationships

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of 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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

*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;

I. School Responsibilities: Providing General Support to Parents

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 will all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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;

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### 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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>318</td>
</tr>
</tbody>
</table>

| School Name | Waterside School for Leadership |

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Munro</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caroline Feeney</td>
<td>Ashly Duryea</td>
<td>Pamela Abel-Fuller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
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</thead>
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<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
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</thead>
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</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
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</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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</thead>
<tbody>
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<td>type here</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>233</td>
<td>18</td>
<td>7.73%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>TBE</td>
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<td>DL</td>
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</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   
   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.
2. What structures do you have in place to support this effort?
   Our school uses google drive to share data with school stakeholders. In addition, our school hosts PLC and content areas meetings each week where teachers including our ENL teacher work to disseminate data and determine program efficacy.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Our school will evaluate success by the number of students 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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Our school provides AIS services twice weekly for students.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Our school uses google drive to share data with school stakeholders. In addition, our school hosts PLC and content areas meetings each week where teachers including our ENL teacher work to disseminate data and determine program efficacy.

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### Part IV: ELL Programming

#### 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 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.

2018-19 CEP
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 ½ 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 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 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

6. 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

7. 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?

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.

8. 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

WSL is considering the use of the TheSys ELLoquence.

10. If you had a bilingual program, what was the reason you closed it?

Our school no longer uses Acuity online programs. We are switching to schoolnet to meet the needs of our schools.

11. 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.

12. 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.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Paste response to question here:

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Paste response to question here:

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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. 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 :

17. What language electives are offered to ELLs?

Paste response to question here:

18. For schools with dual language programs:

   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

   b. In which language(s) is each core content area taught?

   c. How is each language separated for instruction?

   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:
**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 and non-pedagogic staff.) 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?

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

   Support Personnel: Workshops taken by teachers on our staff in the past school years have included the following:
   - ELL Identification Process (Webinar)
   - ELL Data Systems (ECSI)
   - Elementary/K-8: ELL Instructional Leadership Institute (EILI)
   - Nuts & Bolts (ECSI)
   - Secondary: Content and Academic Language Institute (CALI)
   - Accommodations and Modifications for ELLs and classroom scaffolding in the content areas
   - Language and Literacy Development
   - Using Data to Drive ESL instruction Differentiation in the ENL classroom
   - November 9 - Differentiation in the Mathematics classroom
   - December 7 - Scaffolding in the content areas
   - January 25 - Native Language Literacy Development
   - February 8 - Writing across the curriculum
   - March 7 - Listening and Speaking and the NYSITELL
   - April 18 - Reading and Writing and the NYSITELL
   - May 9 - ELLs and transitioning to High School Native Language Literacy Development
   - June 13 - Preparing for Next Year and looking at the students' progress

   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.

2. 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.

   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.
   - The WSL staff receives training as per CR Part 154.2 connected to ELL specific professional development. PD will be provide 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.
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. 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.

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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Linda Munro, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>School Counselor</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q318  School Name: Waterside School for Leadership  Superintendent: Mary Barton

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary) Yanilda</td>
<td>Paz</td>
<td>Parent coordinator</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Translation and oral interpretation needs are determined using the home language survey report. Most of our Limited-English-proficient (LEP) parents speak Spanish. The second largest populations are Arabic speakers. In addition, our Language Access coordinator works to ensure that she is identifying and meeting the language needs of our school. She also goes onto ATS to view the RCPL and RAPL reports which shows the language the parent’s preferred written and oral language for communication. Information that needs to be updated can be found in the Emergency Contact cards which ask a parent’s preferred language for written and oral communication.
Our school reviews scholar information packets filled out during family orientation to determine language preferences at WSL. Parents complete family surveys that ask them to identify their language preference.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL ATS report).

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>3</td>
<td>.087%</td>
<td>3</td>
<td>.87%</td>
</tr>
<tr>
<td>Bengali</td>
<td>2</td>
<td>.58%</td>
<td>2</td>
<td>.58%</td>
</tr>
<tr>
<td>English</td>
<td>290</td>
<td>83.82%</td>
<td>288</td>
<td>83.48%</td>
</tr>
<tr>
<td>Spanish</td>
<td>51</td>
<td>14.74%</td>
<td>51</td>
<td>14.78%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly calendars, monthly unit letters, school newsletters, .</td>
<td>Each month</td>
<td>To ensure that Spanish speaking parents are informed about their child’s education, all literature and conferences are translated by the Parent volunteers, teachers, clerical staff, or school aides. Online translation services such as 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.</td>
</tr>
<tr>
<td>After school applications. backpacked letters</td>
<td>September</td>
<td>To ensure that Spanish speaking parents are informed about their child’s education, all literature and conferences are translated by the</td>
</tr>
</tbody>
</table>
Parent volunteers, teachers, clerical staff, or school aides.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent meeting announcements, family and student events,</td>
<td>As needed</td>
<td>To ensure that Spanish speaking parents are informed about their child’s education, all literature and conferences are translated by the Parent volunteers, teachers, clerical staff, or school aides. Online translation services such as 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. To provide language assistance for languages that your school personnel does not speak, our school calls into the translation/interpretation unit to interpret for families over the phone. Our school also hires a translator/interpreter from an outside vendor to provide services for non-covered languages when needed.</td>
</tr>
<tr>
<td>Waterside Workshop flyers and NYS testing information</td>
<td>Each month</td>
<td>To ensure that Spanish speaking parents are informed about their child’s education, all literature and conferences are translated by the Parent volunteers, teachers, clerical staff, or school aides. Online translation services such as Google translate are used as well.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum night</td>
<td>(September 2017)</td>
<td>Our School uses spanish speaking staff like our Parent coordinator, teachers and office school aide to translate for groups and individuals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our school also requests and pays for an arabic translator to provide translation and interpretation services for our families.</td>
</tr>
<tr>
<td>Event Description</td>
<td>Frequency</td>
<td>Translation Details</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Middle School PT conferences</td>
<td>(November 2017, February 2018, June 2018),</td>
<td>Our School uses Spanish speaking staff like our Parent Coordinator, teachers and office school aide to translate for groups and individuals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our school also requests and pays for an Arabic translator to provide translation and interpretation services for our families.</td>
</tr>
<tr>
<td>Tuesday parent engagement meetings</td>
<td>Weekly</td>
<td>Our school calls into the translation/interpretation unit to interpret for Arabic speaking families over the phone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our School uses Spanish speaking staff like our Parent Coordinator, teachers and office school aide to translate for groups and individuals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>As per the Chancellor’s regulations, our parents may choose to rely on an adult friend/companion or relative for language and interpretation services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our school also hires a translator/interpreter from an outside vendor to provide services for non-covered languages when needed.</td>
</tr>
<tr>
<td>Recurring meetings: guidance meetings, disciplinary meetings, parent celebrations, talent shows.</td>
<td>Recurring/ scheduled throughout the school year</td>
<td>Our school calls into the translation/interpretation unit to interpret for Arabic speaking families over the phone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our School uses Spanish speaking staff like our Parent Coordinator, teachers and office school aide to translate for groups and individuals.</td>
</tr>
</tbody>
</table>
As Per chancellor's regulations, our parents may choose to rely on an adult friend/companion or relative for language and interpretation services. Our school also hires a translator/interpreter from an outside vendor to provide services for non-covered languages when needed.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Our school uses schoolmessenger phone systems that allow us to translate and circulate messages in a timely fashion to all families. In addition, we post information on our school website. Our website has the option to translate text on the page into a multitude of languages.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Our school hosts a Summer PD session where teachers are given electronic copies of the chancellor's regulations. In addition, our Language Access Coordinator will turnkey training on language access to all staff members.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The school survey all parents who attended orientation in September 2017 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. In addition, our school ensures that there will be translated signs near the school entrance and in the office.

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.