



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: WAVE PREPARATORY ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER): 27/Q/362

PRINCIPAL: GEMMA FERGUSON

EMAIL: GFERGUSON@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Gemma Ferguson	*Principal or Designee	
Gael Gukassey	*UFT Chapter Leader or Designee	
Anjini Ramnarine	*PA/PTA President or Designated Co-President	
Diane Ali	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Monet Springer	Member/Teacher	
Aileen Plaza	Member/Teacher	
Janet Ihim	Member/Parent	
Elizabeth Perez	Member/Parent	
Iyesha Evans	Member/Parent	
Sheila Jeanty	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2013, 60% of students will demonstrate progress of at least one proficiency level based upon the pre and post assessment rubrics on each of the Common Core aligned interdisciplinary rigorous performance tasks in ELA/Social Studies.

Comprehensive needs assessment

During the 2012-2013 school year, our school went through a comprehensive walkthrough by the Network. As a result of this walkthrough, our school needed to further align our schools' curriculum, instruction, assessments and instructional materials to the Common Core Learning Standards.

Instructional strategies/activities

- A three-day Rigorous Curriculum Design Institute at the end of July with a literacy lead teacher from grades preK-2.
- Weekly vertical core team meetings to horizontally and vertically align the units of study across grades.
- Develop interdisciplinary Common Core aligned curriculum maps which integrate social studies and ELA.
- By February 28, 2013, teacher teams across all grades pre-K to 2 will have created a coherent and rigorous unit of study in literacy.
- By April 30, 2013, teacher teams will have completed their second unit of study in literacy.
- By June 15, 2013, teacher teams will have completed their units of study in literacy to include annotated scholar work and a collection of strategies that were effective and enhanced student performance.
- Ongoing professional development sessions throughout the school year to support improved practice that focus on developing Common Core aligned units of study in English Language Arts and social studies.
- Professional development on text complexity to support Common Core aligned units of study.
- Instructional coach will support work on instructional shifts requiring students to ground reading, writing, and discussion in evidence from text.
- Provide differentiated supports for teachers that include high-quality feedback and professional development connected to instructional improvement efforts in English Language Arts and revisions around common core aligned interdisciplinary units of study.
- Develop strong triad teacher teams for ELA and social studies to analyze scholar work across subject areas to adjust teacher practices and instructional planning.
- Develop strong teacher teams across grade levels to analyze subject specific student work in order to adjust teacher practice and instructional planning.
- Professional development in rubric development aligned to Common Core Learning Standards.
- Professional development on creating rigorous tasks using Webb's Depth of Knowledge and Bloom's Taxonomy aligned to CCLS.
- School Wide Inquiry Team meetings to support the work in implementing, monitoring, and evaluating Common Core aligned learning tasks and developing next steps.

- Tiered school-wide focus on English Language Arts data in order to identify and support improved instructional practice resulting in higher student achievement.
- Eight period day in which teachers meet on their administrative period to assess student work as it relates to grade specific Common Core aligned units of study in ELA and social studies for 90-minutes with the support of the instructional coach.
- Common planning time for teachers to work on interdisciplinary Common Core aligned units of study in English Language Arts and social studies.
- Monthly grade meetings debriefing on professional learning and assessing student work as it relates to grade specific Common Core aligned units of study in ELA and social studies.
- Frequent walkthroughs and observations to provide feedback and to assess teacher practice as it pertains to English Language Arts and social studies.

We will use the following as evidence throughout the year to evaluate our progress towards meeting our goals:

- Agendas and attendance sheets from professional development sessions for pedagogical personnel
- Curriculum maps, units of study, and lesson plans aligned to the CCLS
- Formal, informal, and short frequent observations providing teachers with evidenced based feedback
- Scholar work reflecting cognitive thinking and conceptual understanding of CCLS aligned units of study
- Pre and post benchmark assessments for grade specific units of study
- Rubrics and checklists that provide opportunities for students to self-assess their strengths and growth areas in order to improve their performance in English Language Arts and social studies as evidenced by their work
- The end products for the two Common Core aligned learning tasks on each grade level
- Strategic scheduling of two periods of ELA instruction daily that includes direct instruction and differentiated student tasks to apply ELA skills and strategies that are aligned to the Common Core unit of study

Strategies to increase parental involvement

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

Strategies to increase parental involvement:

Weekly/monthly meetings and reports to parents pertaining to their children's progress and needs. Specifically, in addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in January and May. In addition, parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated.

We will conduct parent workshops with topics that may include: parenting skills, curriculum and assessment expectations, literacy, accessing community and support services, and technology training to build parents' capacity to help their children at home.

Our strategies to increase parental involvement will include meetings and workshops in the components of balanced literacy (Read Alouds, Shared Reading, Guided Reading and Independent Reading), reading in the content areas, reading for pleasure and curriculum fairs. During the PTA meetings outreach is made to the parents by the Public Library to help children select books appropriate for their level and interests, and to facilitate children attaining Public Library cards. In order to encourage parent involvement we conducted meet the teacher week during the beginning of the school year.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:

- ARRA

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a TAP (Targeted Assistance Program) school, we are integrating federal, state and local services to fund programs designed to enhance the overall delivery of instruction. We will continue to monitor the needs of the school and coordinate these sources to benefit all of our scholars. Our Scholar Support Team is comprised of Administrators, a Guidance Counselor, a School-Based Support Team, a Crisis Intervention Teacher, a Parent Coordinator, Attendance Teacher and a Family Worker. We will also continue to use school committees and department meetings to discuss the focus of particular areas of need. The Scholar Support Team will coordinate activities and programs to address violence prevention, Respect for All, substance abuse prevention, nutrition initiatives, community issues (housing, safety and health care), pre-school education, and early interventions.

Academic support opportunities will be offered through our balanced literacy program that meets the needs of all. Every scholar will learn by being

provided with the appropriate resources and by having instruction differentiated for each scholar. Teachers are clustered in inquiry teams and professional teams emphasizing teaching and learning dynamics, scholar performance, and professional competencies to build capacity and effectiveness. A variety of supports are offered throughout the instructional day and after school to address content area instruction in social studies. An Extended Afternoon Program (50 minutes) will support literacy through the content areas of social studies and science focusing on informational text.

Resources and Staff members responsible for the activities include:

- Administrators (Tax Levy/Title 1)
- Instructional Director (Title 1, ARRA)
- Data Specialist (Tax Levy)
- CFN Instructional Support Specialist (Tax Levy)
- Professional Development (Tax Levy)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2013, 60% of students will demonstrate progress of at least one proficiency level based upon the pre and post assessment rubrics on each of the Common Core aligned interdisciplinary rigorous performance tasks in mathematics and science.

Comprehensive needs assessment:

During the 2012-2013 school year, our school went through a comprehensive walkthrough by the Network. As a result of this walkthrough, our school needed to further align our school's curriculum, instruction, assessments and instructional materials to the Common Core Learning Standards.

Instructional strategies/activities

- A two-day Rigorous Curriculum Design Institute at the end of July with a math lead teacher from grades preK-2.
- Weekly vertical core team meetings to horizontally and vertically align the units of study across grades.
- By March 28, 2013, teacher teams across all grades pre-K to 2 will have created a coherent and rigorous unit of study in mathematics and science.
- By May 30, 2013, teacher teams will have completed their second unit of study in mathematics and science.
- By June 15, 2013, teacher teams will have completed their units of study in math complete with annotated scholar work and a collection of strategies that effectively enhanced student performance.
- Instructional coach will support work in instructional shifts requiring students to solve rigorous word problems.
- Professional development in rubric development aligned to CCLS.
- Instructional cabinet meetings to support the work of implementing, monitoring, and evaluating Common Core aligned learning tasks and the development of next steps.
- Tiered school wide focus on mathematics data in order to identify and support improved instructional practices resulting in higher student achievement.
- 90-minute weekly blocks allotted for professional learning time for teachers to work on Common Core aligned units of study in mathematics and science with support from the instructional coach.
- Ongoing professional development sessions throughout the school year to support improved practice that focus on developing Common Core aligned units of study in mathematics and science.
- Provide pre and post assessments for units of study.
- Developing strong teacher teams to analyze student work to adjust teacher practice and instructional planning.

- Professional development on integrating conceptual understanding and application in mathematics and science.
- Provide differentiated support for teachers, which includes high-quality feedback and professional development connected to instructional improvement efforts in math and science.
- Grade meetings with a focus on professional learning and assessing student work as it relates to grade specific Common Core aligned units of study in mathematics and science.
- Weekly 50-minute subject specific committee meetings to conduct mathematics inquiry work.
- Frequent walkthroughs and observations to provide feedback and to assess teacher practice as it pertains to mathematics.
- Scholars in grades one and two will be strategically identified and grouped in classes during Extended Day based upon benchmark assessments.
- Professional development on instructing teachers how to use their data in order to differentiate instruction with a specific focus on children with IEPs, ELLs, and children in the lowest third.
- Teachers will facilitate investigations in which scholars must think critically to solve mathematic problems.
- Professional development focused on mathematic vocabulary that will extend skill based learning to cognitive understanding of the vocabulary.
- Teachers will implement instructional shifts in mathematics and science in order to reinforce, enrich and deepen student understanding of mathematics.

We will use the following as evidence throughout the year to evaluate our progress towards meeting our goals:

- Agendas and attendance sheets from professional development sessions for pedagogical personnel
- Curriculum maps, units of study, and lesson plans aligned to the CCLS
- Formal, informal, and short frequent observations providing teachers with evidence based feedback
- Scholar work reflecting cognitive thinking and conceptual understanding of the CCLS aligned units of study
- Pre and post benchmark assessments for grade specific units of study
- Rubrics and checklists that provide opportunities for students to self-assess their strengths and growth areas in order to enrich and improve their performance in mathematics and science as evidenced by their work
- The end products for the two Common Core aligned learning tasks on each grade level
- Two periods of math instruction daily that include direct instruction and differentiated student tasks to apply math skills and strategies that are aligned to the Common Core units of study

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Weekly/monthly meetings and reports to parents pertaining to their children’s progress and needs. In addition to the report cards and conferences conducted in November, March, and June, the school will provide parents with Interim Progress Reports in January and May. Parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated.

We will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, math, accessing community support services, and technology training to build parents’ capacity to help their children at home.

Our strategies to increase parental involvement will include meetings and workshops in the components of math, reading in the content area of math and math fairs.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:
ARRA

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a TAP (Targeted Assistance Program) school, we are integrating federal, state and local services and funding program to design programs that would enhance the overall delivery of instruction and delivery of services. We will continue to monitor the needs of the school and coordinate these sources to benefit all our students. Our Scholar Support Team is comprised of administrators, a guidance counselor, a school-based support team, a Crisis Intervention teacher, a Parent Coordinator, Attendance Teacher and one Family Worker. We also will continue to use school committees and department meetings to discuss particular areas of need. The Scholar Support Team will coordinate activities, and programs to address different ways to inform parents about math.

Opportunities for RTI are embedded in our mathematics program (Go Math), which ensures that every scholar will learn mathematics, by providing the appropriate resources and differentiated instruction. In order to build capacity and increase teacher effectiveness, educators will be clustered in inquiry teams and professional learning teams with a focus on improving instruction resulting in increased scholar performance. A variety of supports are offered throughout the instructional day and after school activities in order to address content area instruction in math and science. An Extended Afternoon Program (50 minutes) will support mathematics through the content areas.

Resources and Staff members responsible for the activities include:

- Administrators (Tax Levy/Title 1)
- Instructional Director (Title 1, ARRA)
- Data Specialist (Title 1)
- CFN Instructional Support Specialist (ARRA)
- Professional Development (Tax Levy)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2013, each teacher will receive at least six (6) formative classroom observations using components of a research based rubric to provide meaningful, specific, and timely feedback to improve teacher practice and student outcomes.

Comprehensive needs assessment

- We have 13 new teachers with 1-3 years of teaching experience
- Data collected from a survey indicated that teachers needed a better understanding of the Danielson Framework

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Minimum of three professional development sessions on designing coherent instruction, using questioning techniques, and using assessment in instruction.
 - Participate in Teacher Effectiveness Pilot to monitor, evaluate, and provide feedback to pedagogical staff in conjunction with a talent coach.
 - Use of Danielson’s Framework for Effective Teaching rubrics to move teachers along the continuum.
 - Administrative support for coaches, ESL teacher, and SETTS teacher who will model best practices for and give feedback to their colleagues.
 - Scheduled inter-visitations to observe best practices in an effort to shift teaching practice and enhance individual teacher learning to promote shared understanding of best instructional practices, which will result in professional growth for teachers.
 - Actionable, timely, written and verbal feedback that will encourage teachers to reflect on and shift daily instructional practices.
 - Use of Charlotte Danielson’s Framework for Teaching and her video for professional development.
 - Ongoing walkthroughs to monitor and assess the use of Danielson’s Framework for Effective Teaching.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We will conduct parent workshops with topics that may include understanding educational accountability, grade-level curriculum and assessment expectations, literacy, mathematics and accessing community and support services. Parent workshops will also be conducted around the Danielson Framework and the implication it has for the quality of education their children will be receiving on a daily basis.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:
ARRA

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a TAP (Targeted Assistance Program) school, we are integrating federal, state and local services and funding to design programs that would enhance the overall delivery of instruction and delivery of services to our scholars. We will continue to monitor the needs of the school and coordinate these sources to benefit all our scholars. Our scholar support team is comprised of Administrators, a Guidance Counselor, a School-Based Support Team, a Crisis Intervention Teacher, a Parent Coordinator, Attendance Teacher and one Family Worker.

- Teachers will attend professional development provided by the school, the CFN and the DOE
- Professional Development and support from the TEP Pilot Program
- Parent workshops will also be conducted around the Daniel Framework and the implication it has for the quality of education their children will be receiving on a daily basis.
- Teachers will be involved in Mid-Year conversations which will require setting smart goals

Resources and Staff members responsible for the activities include:

- Administrators (Tax Levy/Title 1)
- Instructional Director (Title 1, ARRA)
- Data Specialist (Title 1)
- CFN Instructional Support Specialist (ARRA)
- Professional Development (Tax Levy)

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2013, the 2012-2013 Learning Environment Survey (LES) will indicate positive feedback by our school community as measured by an average of at least 7.5 in 3 of the 4 categories of the LES.

Comprehensive needs assessment

To improve our school environment we are supporting our teachers' ability to promote a safe and positive school environment to maximize student engagement by implementing a positive incentive system. In addition, we will open the lines of communication between parents and administration by providing a forum for parents to voice their concerns as it pertains to their child's education and give input on how to improve our school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Monthly "Chat & Chews" with parents
 - to open lines of communication between parents and administration.
 - to provide opportunities to provide professional development for parents.
 - to provide a forum for parents to voice their concerns as it pertains to their child's education and give input on how to better our school.
 - Parent workshops to educate parents about Common Core aligned units of study.
 - Distribution of monthly parent newsletter with calendar of events.
 - Provide parent volunteer training through the Learning Leaders Program.
 - School will provide technology training in completing the LES.
 - School will provide access to a computer in the Parent Room to complete LES.
 - School will provide morning and evening sessions for all parent events, when permitted, to accommodate parent schedules.
 - School will encourage attendance at both the fall and spring Parent-Teacher Conferences.
 - School will host "Meet the Teacher Morning and Night" and "Meet the Principal Morning and Night".
 - School will provide school personnel who will be available to translate for Spanish parents at all conferences and events in order to facilitate ongoing communication between home and school.
 - School will provide ELA and mathematics workshops for parents to improve scholar performance.
 - School will provide parent engagement workshops that relate to everyday living.
 - All children will be addressed as scholars to raise the child's sense of self-esteem and create high expectations.

- Parental attendance at school events including: Featured Scholar of the Month, College Day, Career Day, Mother/Daughter Tea, Brotherhood Breakfast, International Night, monthly 100% attendance award celebrations, and Writer of the Month celebrations.
- To have a monthly staff “Chat & Chew” to promote positive dialogue and transparency between staff and administration to provide non-threatening and actionable feedback and support for staff.
- Monthly UFT consultation meetings with the goal of reaching amicable agreements.
- NYC Leadership Academy Retreat to focus on an aspect of education pertaining to WAVE Preparatory and to cultivate positive school relationships between staff and administration.
- Provide differentiated professional development for staff that will improve teacher effectiveness and support self esteem.
- The school will provide monthly teacher awards for excellent attendance.
- Monthly safety committee meetings.
- Teachers will provide daily character education.
- Creation of a school-wide behavior management plan that sets systems and structures for managing scholar conduct.
- School wide uniform policy.
- Daily creed and words of encouragement to scholars to strive for greatness.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information that is translated into Spanish
- Parent Teacher Conferences held regularly for report cards, where translation will be provided as needed
- CCLS parent workshops
- Homework support workshops
- Parent workshops on literacy support
- Student of the Month celebrations
- School wide behavior management policy (Bucket Fillers)
- SLT Meetings

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:

ARRA

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a TAP (Targeted Assistance Program) school, we are integrating federal, state and local services and funding program to design programs that would enhance the overall delivery of instruction and delivery of services. We will continue to monitor the needs of the school and coordinate these sources to benefit all our students. Our Scholar Support Team is comprised of Administrators, a Guidance Counselor, a School-Based Support Team, a Crisis Intervention Teacher, a Parent Coordinator, Attendance Teacher and one Family Worker.

Resources and Staff members responsible for the activities include:

- Resources and Staff members responsible for the activities include:
- Administrators (Tax Levy/Title 1)
- Instructional Director (Title 1, ARRA)
- Data Specialist (Title 1)
- CFN Instructional Support Specialist (ARRA)
- Professional Development (Tax Levy)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • AIS providers use SIPPs a systematic, researched-based interactive phonetic program • Read Alouds and Shared readings are used on a daily basis as strategies to improve ELA 	AIS services are delivered using push-in (during Guided Reading) pull out (SIPPS) model by AIS providers in small groups	AIS will be provided during the school day (at least four to five times a week), extended day (two times a week) Saturday Academy from 9am thru 12pm)
Mathematics	<ul style="list-style-type: none"> • The GO MATH Program has a rigorous RTI component that is used daily by classroom teachers to provide academic intervention 	Tier 1 AIS Services, AIS are by the classroom teacher in small groups daily.	AIS will be provided during the school day (at least four to five times a week), extended day (two times a week)
Science	<ul style="list-style-type: none"> • We have a strong emphasis on informational text this year and we are targeting Social Studies through Literacy • All students are reading and writing non-fiction text at their current reading levels and above • In addition, we are 	AIS services are delivered using push-in (during Guided Reading) in small groups	AIS will be provided during the school day (at least four to five times a week), extended day (two times a week) Saturday Academy from 9am thru 12pm)

	<p>reinforcing and/or introducing reading skills in this content area through project based learning, experiments and informative essays</p> <ul style="list-style-type: none"> • Through small group instruction we are providing at risk services to students and reinforcing academic vocabulary in context 		
Social Studies	<ul style="list-style-type: none"> • Read Alouds and Shared readings are used on a daily basis as strategies to improve ELA • In this content area we have scholars working on autobiographies, biographies, units of studies, where they are conducting extensive research through nonfiction text • Reading skills are reinforced and introduced in this content area based on the Common Core Standards • Through small group instruction we are providing at risk services to scholars as well as reinforcing academic vocabulary in context 	<p>AIS services are delivered using push in (during Guided Reading) in small groups.</p>	<p>AIS will be provided during the school day (at least four to five times a week), extended day (two times a week) Saturday Academy from 9am thru 12pm)</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • In house interventions for separation anxiety, adjustment to school, behavior intervention, as well as group/individual counseling sessions • At risk counseling services are provided to students individually during school hours to address social and emotional issues that may affect academic progress • Strategies are taught to scholars which enable them to express themselves in appropriate manners • Mandated Counseling • At risk counseling • Attendance Monitoring 	<ul style="list-style-type: none"> • Pull out small group • Pull out one to one • Classroom push in • Guidance Classroom Lessons 	<p>During the school day</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Highly Qualified Teachers:

To ensure instruction by highly qualified staff, teachers are recruited and assigned based on the certification and license areas needed. As per our current BEDS 100% of the staff is fully licensed.

Strategies to attract highly qualified teachers include recruitment of potential candidates at job fairs, review of the Open Market application process, Fellows candidates, contact with universities and colleges, and recommendations by staff members and colleagues. Applicants will be invited to visit the school to learn about the instructional programs provided by WAVE Prep. In addition, they will familiarize themselves with the philosophy of WAVE Prep. Applicants are also asked to reflect on the school's vision/mission and asked how that matches their own educational philosophy. We will offer on going professional development to create and maintain the pedagogical practices needed to be a highly qualified teacher. Applicants will interview with administrators and a hiring committee. A rubric will be used to determine if the candidate moves to the next level of the hiring phase.

High-quality and ongoing professional development for teachers, principals and assistant principals will be provided through a variety of sources and strategies. All are involved in the professional development provided by the instructional coach, CFN mentors and instructional specialist, purchased staff developer services, administrators and lead teachers. Staff will also attend local, state and national workshops and conferences across the curricula sponsored by universities, and associations. In house professional development will utilize strategies that have proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter visitations, study groups, teacher/coach leadership groups, and on-line courses. Administrators also participate in CFN, city wide and CSA professional development in educational leadership.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement levels in literacy, math and the use of technology.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child's progress.
- providing assistance to parents in understanding city, state and federal standards and assessments.
- sharing information about school and parent related programs, meetings and other activities in formats, and languages that parents can understand.

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association, and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- provide opportunities for parents to help them understand the accountability systems such as NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parental involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- schedule additional parent meetings and quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- translate all critical school documents and provide interpretation during meetings and events as needed.
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address scholars' academic skill needs and what parents can do to help.

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

- holding an annual Title I Parent Curriculum Conference.
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee.
- supporting or hosting Family Day/Evening events such as Zumba, Family Love Day and Movie Night.
- establishing a Parent Resource Center/Area or lending library, with instructional materials for parents.
- hosting events to support men asserting leadership in the education of their children as well as parents/guardians, grandparents and foster parents.
- encouraging more parents to become trained school volunteers.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.
- providing school planners/folders for regular written communication between teacher and the home, in a language that parents can understand.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.
- Check and assist my child in completing homework tasks, when necessary.
- Read to my child and discuss what my child is reading each day (for a minimum of 20 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 quality family time.
- Encourage my child to follow school rules and regulations and discuss this 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 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.
- Participate in or request training offered by the school, district, central and/or State Education Department in order to learn more about teaching and learning strategies whenever possible.
- Take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups such as Title I Parent Committees, School or District Leadership Teams.
- Share responsibility for the improved academic achievement of my child.

III. Student Responsibilities:

- Attend school regularly and arrive on time.
- Complete my homework and submit all assignments on time.
- Follow the school rules and be responsible for my actions.
- Shows respect for myself, other people and their property.
- Try to resolve disagreements or conflicts peacefully.
- Always try my best to learn.

P. S. 362Q WAVE PREP PARENT INVOLVEMENT POLICY 2012 - 2013

Our School Goals are to:

- Provide a safe environment for all students, staff and parents.
- Set high standards for all our scholars.
- Ensure that high quality intervention programs (Academic Intervention Services, Extended-Day, and Supplemental Education Services) are provided for all students at risk that will enable them to achieve grade level goals and meet state benchmarks.
- Strengthen and improve parent participation in scholars' education by providing parents with workshops and resources on curriculum, health and nutrition, mental health, special education and English language learners.

School Activities for Parents will include:

- An annual parent Title I Meeting in September to explain the Title 1 program and instructional strategies; and disseminate/adopt the Title I Parent Involvement Policy. The school will convene this meeting at a convenient time to parents, and will offer a flexible number of parental involvement meetings, such as in the morning and/or evening, so that as many parents as possible are able to attend. The school will invite all parents/guardians and will encourage them to attend.
- Parent-teacher conferences, these conferences will be held during September and October when we conduct Grade Parent Teams (Meet the Teacher), and during Parent Teacher Conferences in November and March.
- PTA meetings will be convened on a monthly basis at which PTA issues will be addressed. PTA is available in both English and Spanish. Interpretation will be available at these meetings and all parent materials are translated into Spanish. The Parent Coordinator will be available during these meetings.

- Monthly General Information Meetings conducted by the Principal and Parent Coordinator to provide important information for parents.
- Frequent meetings and reports to parents pertaining to their child's progress and needs. In addition, to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for scholars that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated. The Parent Coordinator will be available at these meetings and can meet with individual parents.
- Specific staff will be available for consultation with parents as follows: the Parent Coordinator will be available for parents during school hours as well as during evening. The Parent Coordinator will also schedule individual appointments for teachers and parents as well as for administrators and parents to meet.
- Opportunities to volunteer observe and participate in classrooms and school activities. Non-Learning Leader volunteers through the PTA and the Parent Coordinator.
- Opportunities to engage in ZUMBA Shape-up fitness classes
- Workshops of interest, including, but not limited to:
 - ❖ Nutrition Workshops
 - ❖ Health Related Workshops (Asthma, Epilepsy, Nutrition, etc.)
 - ❖ Energy and Household Budgeting
- Inviting parents to attend local, state and national educational conferences.
- Parent Excursions such as museum trips.
- Opportunities to participate in school sponsored workshops addressing subjects such as literacy, reading strategies, ESL, and Dual Language programs.
- Opportunities to participate in curriculum workshops and fairs in literacy, mathematics, social studies and science.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Destina Zaharakis	District 27	Borough Queens	School Number 362
School Name WAVE Preparatory Elementary School			

B. Language Allocation Policy Team Composition [?](#)

Principal Gemma Ferguson	Assistant Principal type here
Coach Aileen Plaza	Coach Gael Gukassey
ESL Teacher Leonela Vargas	Guidance Counselor Erika O'Grady
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	305	Total Number of ELLs	54	ELLs as share of total student population (%)	17.70%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

1a. A description of steps to initially identify students who may be ELLs:

Parents whose children are registering for our Kindergarten program or are new admits to the Department of Education are given an informal interview and are provided with assistance in completing their Home Language Survey by either the instructional coaches, Aileen Plaza or Gael Gukassey, or the ESL teacher, Leonela Vargas. At that time, we take general note of students who will possibly need to be administered the LAB-R. Parents are invited in for orientation and the ELL program options for the NYC Department of Education are explained at that time. All notices are translated into Spanish. After the ESL teacher reviews the responses on the Home Language Survey, it is determined if students speak another language at home and the ELPC screen is completed on ATS. Those students who speak another language at home are administered the LAB-R to see if they are eligible for an ELL program. Spanish speaking students who do not pass the LAB-R are also administered the Spanish LAB to determine their fluency in Spanish. The RLER is examined to ensure that all students eligible are tested. Students who are eligible for ESL will then be administered the NYSESLAT in the Spring of that school year to determine their eligibility for the ESL program for the following school year.

1b. The pedagogues who are responsible for conducting the initial screening and administering the HLIS at this time are Aileen Plaza and Gael Gukassey, the instructional coaches, and Leonela Vargas, the ESL teacher, who are all licensed pedagogues.

1c. All ELLs receiving ESL are administered the NYSESLAT. The RLER is also examined to ensure all eligible students are administered the exam. Students eligible to take the NYSESLAT are administered each of the four components of the NYSESLAT. The speaking section is administered by the ESL teacher to students individually. The listening, reading, and writing sections are administered to students on separate but consecutive days. Absentees are administered the NYSESLAT upon their return to school.

2. Parents have small group and individual opportunities to find out about program choices: in August at the Kindergarten Orientation for all parents, and at the September Open House for parents of ELLs. Parents of students who come in later during the year have the opportunity to discuss the programs at registration and via meetings with the ESL teacher. At the Open House, parents are given the parent survey and the program selection survey in English and their home language (if available). Most parents complete this form at that time. When forms are not returned, the ESL teacher try to reach the parents at dismissal time, and make phone calls as well. If they are unable to reach the parents, they get assistance from the parent coordinator. Over-the-phone translators are used, as well as staff who are fluent in the native language. We have teachers, a family worker, and paraprofessionals who are fluent in Spanish and a paraprofessional who is fluent in Urdu.

3. The ESL teacher Leonela Vargas prints Entitlement Letters in all necessary languages and photocopies each letter before distributing

to all parents of ELLs. Copies are maintained in the child's cumulative record folder. Continued Entitlement letters are sent home to parents of first grade and second grade ELLs continuing in the ESL program. The parents of all ELL students are invited for an Open House where an ESL teacher explains the different program choices and shows the parents the Parent Choice Video in various languages. Parent Guides and Program Selection forms are handed out in various languages. During the school year, new admits to the NYC school system are also administered the LAB-R. The ESL teacher reviews the ATS reports for accuracy throughout the year to ensure that all eligible students are administered the LAB-R within their first 10 days of school, and are administered the NYSESLAT in the spring. Parents of eligible students are also invited to another parent orientation where Parent Survey and Program Selection forms are completed. Parents who do not attend orientation are invited for a second time to another orientation for information about programs available and completing the Parent Survey. Copies of the Parent Survey and Program Selection forms are also kept in the ESL binder. Originals are placed back in each child's cumulative folder.

4. After reviewing the Parent Survey and Program Selection forms it is determined whether or not enough parents selected the bilingual program. All of the parents in 2012 chose the ESL program as their first choice. We currently do not have bilingual programs at our school. Parents are told very clearly, in their native language, the program choices that are currently available from the DOES. If we cannot accommodate the parents' choice, the parent coordinator researches other school options on their behalf. At this time, placement letters in the appropriate languages are distributed. Copies of these letters are kept in the ESL binder. Continued Entitlement letters are copied and then distributed to students continuing in the ESL program in first and second grades based on their NYSESLAT scores from the previous school year. Copies of the Entitlement Letters are kept in the ESL binder.

5. All parents requested the free-standing English as a Second Language (ESL) program as their first choice. If needed, the parents who wished to enroll their children in a self-contained bilingual class are given the option to transfer their child to a school with a bilingual program or advised that when there are 15 or more students on two continuous grades with a bilingual program as their first choice, a bilingual class will be offered at this school. All Parent Survey responses are entered into the ELPC screen through ATS.

6. Our program is aligned with parent requests. Parents have requested the free-standing ESL program. They have indicated a preference for this model over the transitional bilingual class model. The program is designed to meet the needs of our beginner, intermediate and advanced ESL students. We are using a push-in/pull-out model in kindergarten. We have a self-contained ESL class in grades one and two designed to meet the Common Core Learning Standards, as well as a push-in/pull out model for ESL students who are not placed in that self-contained classroom.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	1	1											2
Push-In	1	1	1											3
Total	1	2	2	0	0	0	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0							0
Dual Language	0	0	0							0
ESL	54	0	5							54
Total	54	0	5	0	0	0	0	0	0	54

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	30	15											52
Chinese														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu	1													1
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	8	31	15	0	54									

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. We have a push-in/pull out model in our school for Kindergarten. The ESL teacher pushes in eight periods a week to service the students. For first and second grades, we have a self contained ESL class where the children are taught using ESL techniques by a certified ESL teacher; we also have a push-in model for students who are not in the self-contained class. The special education students push into that ESL class for the mandated amount of time on a daily basis. An AIS teacher gives additional services to kindergarten students. First and second grade students who need additional assistance attend the two 50 minute extended day sessions in the afternoon. Grouping is heterogeneous.

A. Programming and Scheduling Information

2. The ESL teacher for the kindergarten students has a program which allows her to service all mandated students. The self-contained ESL class on the first and second grade levels allow these students to receive appropriate services as well. The teachers across all grades and the ESL teacher collaborate with each other (including planning together) in order to maximize the service that the general and special education students receive on a daily basis. The push-in kindergarten ESL teacher analyzes the results of the NYSESLAT to determine the proficiency levels of each student. Groups are created based on the language level and the grade level of students. Kindergarten beginner and intermediate students receive 360 minutes per week of ESL instruction. First and second grade students that are in a self-contained class receive the mandated 360 minutes of instruction. Students in grade 1 and 2 at the advanced level receive 180 minutes of ESL instruction per week as well as 180 minutes of ELA instruction per week. As new admits enter the school, they receive the appropriate mandated services based on the results of the LAB-R.
3. All instruction is conducted in English. The curriculum for ELL students is the same curriculum taught by classroom teachers. In literacy, we follow a balanced literacy model, using classroom libraries, leveled books, and the SIPP program for phonics and phonemic awareness. All students use the Go Math program in grades K, 1, and 2. Lessons are reinforced using ESL methodologies. Science lessons follow NYS initiatives and the CCLS. To support all students including our ELL population, we use manipulatives, and a hands-on approach to deliver the curriculum. Social Studies lessons are also based on NYS standards and the CCLS, which the school has been implementing since September 2012.
4. We do not evaluate students in their native language. However, Spanish-speaking ELLs are administered the Spanish LAB at the same time as the LAB-R.
5.
 - a. We do not have an instructional plan for SIFE because we do not have any SIFE students.
 - b. We have a push-in/pull out model that is designed to meet New York State Standards. In first and second grade, we have a self-contained ESL class. Other first and second grade students receive services in a push in/pull out model. In kindergarten, students receive services from the ESL teacher who pushes in their classrooms for eight periods a week. First and second grade students receive differentiated instruction in a self-contained ESL classroom. The kindergarten AIS teacher travels to the different classrooms.
 - c. We do not have any ELLs receiving 4-6 years of services since they only attend our school up to grade 2.
 - d. We do not have any long-term ELLs.
6. There are a variety of ways in which instruction is delivered. Instructional techniques include modeling, bridging, conceptualization, schema building, text representation, and meta-cognitive development. Using a thematic approach, students are exposed to all areas of literacy: reading, writing, listening and speaking. In addition, the five ESL approaches are employed, including Cooperative Learning, The Natural Approach, Total Physical Response, The Language Experience Approach, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). The focus shifts to Cognitive Academic Language Proficiency (CALP) as students reach the intermediate and advanced levels of language. Students who pass the NYSESLAT in the spring will be monitored for AIS services. All ELLs-SWDs receive the required minutes of ESL instruction as per their IEPs and LAB-R/NYSESLAT scores. Students whose IEPs indicate a bilingual program are given an alternate placement paraprofessional for the school year as well as ESL services. These students are also invited to participate in the 50 minute extended day program that is offered afterschool in the first and second grade. All students in grade one and two are participating in the RTI-approved SIPP program. In addition, we will continue to use the "NYSESLAT and Beyond" books to familiarize students with the assessment and reinforce other skills.
7. All students are in a least restrictive setting. If they are at risk, our AIS teacher, our ESL teachers, and our IEP teacher, and the related service providers work together to provide at-risk services.

Courses Taught in Languages Other than English

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

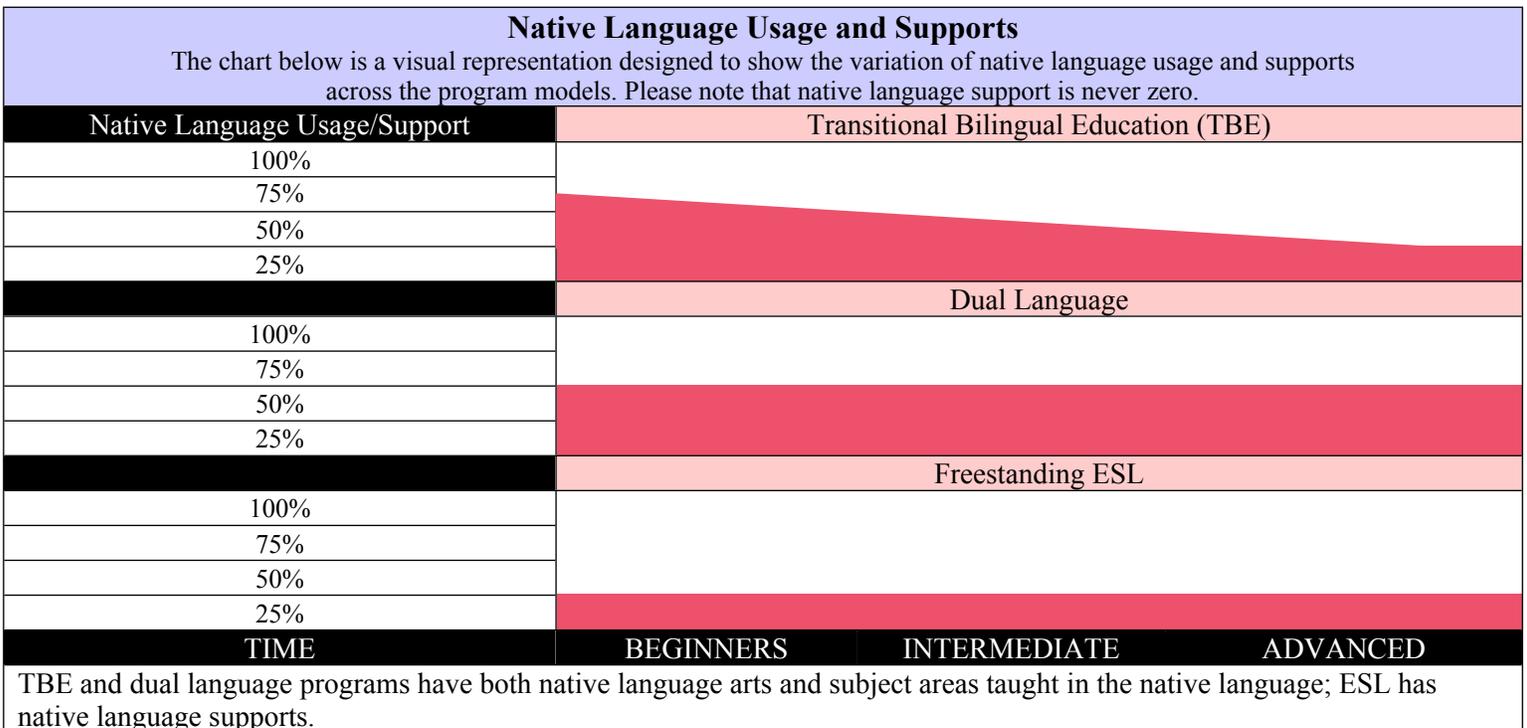
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	0
Science:	0

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Kindergarten ELLs are considered for AIS services (SIPPs) after the first assessment results are gathered. First and second grade ELLs who are at risk receive intervention services during the day and during extended day. Instruction is differentiated in the classroom setting. The data inquiry team also works with ELLs for targeted assistance.

9. ELLs who reach proficiency on the NYSESLAT are offered the SIPPs to ensure that they continue to meet CCLS.

10. We are a new school.

11. We are a new school.

12. ELLs are afforded equal access to all school programs. They participate in AIS programs during the day and during two 50 minute extended day sessions. ELLs in grade 2 are also invited to an additional intervention program on Saturdays.

13a. A variety of instructional materials are used to support the learning of ELLs. In the small group push-in class, guided reading books, SIPPs, as well as trade books, fiction and non-fiction books are used for literacy and language instruction. Go Math is used to support our ELLs Mathematics needs. Big books and various literacy materials are used for Science, Social Studies and Art. ELLs for the most part use the same materials as their classmates but are provided with additional scaffolds.

13b. Classrooms and the Parent Coordinator's office are equipped with native language literature.

14. Currently, our school only has an ESL program. Students have access to native language support in the form of books, bilingual teachers and language paraprofessionals. Whether ESL is delivered in a push-in or pull out model, ELL students have native language support in 3 languages, including English. At this time, we do not have a TBE or Dual Language program at our school.

15. All required services, support, and resources correspond to the ages and grade levels of ELLs.

16. We do not have any specific activities to assist newly enrolled ELL students before the beginning of the school year. All parents of entering kindergarten students are invited for an orientation in the summer, at which time services for ELLs are discussed. Moreover, entering kindergarten students are scheduled for a screening at the school. This usually takes place when their parents come to the school to complete the registration process. An informal screening is administered to all students including ELLs by a pedagogue, including the instructional coaches and ESL teachers.

17. Spanish is offered to all of our students.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teachers attend staff development along with their colleagues to increase their knowledge of ELA and Mathematics curriculum. In addition, they are expected to attend the CFN ESL professional development meetings. When applicable, they share their knowledge and turn-key information to their colleagues at meetings. The ESL teachers will train any new staff not already certified in ESL training. Several topics are covered including language acquisition approaches, strategies for developing thinking skills, and questioning techniques. At least once a year the staff participates in a book study group specifically geared toward ELLs. The ESL teachers and their colleagues are participating in year-round professional development that focus on the Common Core Learning Standards, on Charlotte Danielson's Framework for Teaching, on looking at student work, and on the inquiry process, among other topics. Other personnel such as paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, secretaries, and parent coordinators receive professional development that meets their needs. All staff, including ESL teachers, received professional development for two weeks in July. Other dates scheduled for professional development include weekly 90 minute professional learning team sessions and a weekly Monday professional development series covering an array of topics. Professional development is also offered on-site on the first Monday of every month.

2. We are a new school and will not have any students transitioning into other schools.

3. Our professional development plan as explained above covers the entire school year and provides more than the hours required by Jose P. legislation. To ensure that our general education teachers and special education teachers receive the mandated hours, we provide workshops during school and before school, i.e. lunch-and-learns during school hours, full day professional development days and afterschool professional development. These workshops will be given by the ESL specialists and professional staff developers who are invited to present topics that are pertinent to the staffs' needs. In addition, ESL teachers will attend staff development given by their network and by the Office of English Language Learners (OELL). Staff will also be provided opportunities to visit the ESL teachers as they work with their small groups to use these times to fulfill their requirements. Evidence of training is kept on-site.

E. Parental Involvement

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

1. Parent/community involvement is an essential part of our ESL program. An orientation meeting is held at the beginning of the school year, as well as on-going workshops during the school year. Parents have an opportunity to learn more about the program and to gain knowledge about how to support their children at home. WAVE Prep seeks to involve parents in the school by inviting them to family events throughout the school year, monthly workshops, and PTA run activities.

2. The school partners with a few agencies and Community Based Organizations to provide services to ELL parents. ESL classes are offered on site by a CBO. The Queens Public Library also offers ESL services. For Rental Assistance, parents are referred to Catholic Charities and HRA (which also provides Food Stamps). For counseling, parents are referred to Safe Space. For child care, they are referred to NYC Department of Health and Mental Hygiene-Bureau of Child Care.

3. The parent coordinator designs surveys and enlists translators to get input from the ELL parents. When she has workshops for parents (which happens monthly), she solicits ideas from parents regarding the type of support they may need.

4. Parent workshops are conducted on a regular basis with the help of translators. The parent coordinator may bring in guest speakers from the community, or may partner with instructional personnel to offer workshops to parents that will help them understand the curriculum.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	15	11											32
Intermediate(I)		1	13											14
Advanced (A)	1		6											7
Total	7	16	30	0	0	0	0	0	0	0	0	0	0	53

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0											
	I	5	5											
	A	10	15											
	P	1	10											
READING/ WRITING	B	15	11											
	I	1	12											
	A	0	5											
	P	0	2											

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- WAVE Prep assessed all kindergarten, first, and second grade students using the DIBELS and TRC assessments whose results yielded a reading level and phonics level for each student. All students, including ELLs are administered benchmark assessments in math, social studies, science.
- Kindergarten and first grade data indicate that ELL students, when tested at their prior school, scored better on the Listening and Speaking parts of the LAB-R and NYSESLAT assessments than on the Reading and Writing sections.
- To strengthened our oral language program throughout the school, we are utilizing the SIPP program, the Making Meaning Vocabulary program, and provide additional AIS support for guided reading. All these programs systematically develop syntax, and vocabulary, while encouraging the ELLs to produce language. In reading and writing, we offer small group intervention to our struggling ELLs in a systematic way. Moreover, teachers at our school, including ESL teachers receive ongoing professional development on the

CCLS to enable them to address the literacy standards in a way that will meet our students' needs.

4.a. Our ELLs do not take any assessments in the Native Language. Therefore a comparison is not possible.

b. N/A

c. N/A

5.N/A

6. We evaluate the success of our programs for ELLs on a continuous basis. All interim assessment data in reading, writing, math, social studies, and science are disaggregated for that population of students. On a short term basis, the data indicates whether or not individual students need additional assistance, inform the type of materials and resources that are needed for ELL students, and the type of professional development needed for all teachers, not just ESL teachers. We want to see an increase in the number of ELLs who are meeting the CCLS standards or approaching the CCLS standards from one benchmark assessment to the next. In the same way, when we examine the NYSESLAT results, we want to see that if our students are not yet proficient, at least they are moving from one level to the next (from beginner to advanced for instance), and that their scale scores are showing significant progress from one year to the next.

Additional Information

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

Due to limitations on the chart for overall NYSESLAT results, we included the NYSESLAT 2012 scores for kindergarten (currently first graders for 2012-2013 school year) and grade one (currently second graders for the 2012-2013 school year). In the kindergarten column, we have reported the LAB-R scores for the students who are currently in our kindergarten classes (2012-2013 school year).

Part VI: LAP Assurances

School Name: WAVE Preparatory Elementary

School DBN: 27Q362

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gemma Ferguson	Principal		1/15/13
	Assistant Principal		
Shamel Freeland	Parent Coordinator		1/15/13
Leonela Vargas	ESL Teacher		1/15/13
Elizabeth Perez	Parent		1/15/13
	Teacher/Subject Area		

School Name: WAVE Preparatory Elementary

School DBN: 27Q362

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		
Aileen Plaza	Coach		1/15/13
Gael Gukassey	Coach		1/15/13
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q362 **School Name:** WAVE Preparatory Elementary School

Cluster: 2 **Network:** 210

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral interpretation needs begin with the various ATS reports such as the RHLA (disaggregated home language report) and RCPL identifying written and oral languages spoken at home. In addition, we are distributing the Preferred Language Form provided by the Department of Education three times per year to all parents. Their language preferences are documented on a spreadsheet that is updated periodically. When we have a new admission to our school, the parent is provided with this form and their preferences are indicated on the spreadsheet. We have also identified members of our school community who are able to communicate orally to parents when needed to support their understanding.

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

Based on the completed Preferred Language Forms and RCPL, there are three languages spoken by parents. Families are provided with oral and written communication in English, Arabic and Spanish. Home language data is reported to the faculty periodically during faculty conferences. A letter to staff members describing the Translation and Interpretation Unit from the DOE Office for Family Engagement and Advocacy was also provided.

Part B: Strategies and Activities

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

We use translated letters/documents that are provided by the Department of Education under family resources. When a translated letter is not provided or the school needs a letter translated, school staff translates the materials. These methods meet the needs identified in Part A by encompassing all languages represented at our school.

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

We have oral translators identified. We have ensured that we have a translator available for each of the languages preferred by the parents. This list of translators is updated periodically. These interpretation services are provided by members of our school community. The teachers were also provided with information regarding the Translation and Interpretation Unit, which provides free over-the-phone or e-mail interpretation services to help communicate with non-English speaking parents/guardians.

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

Chancellors Regulation A-663 requires that schools provide timely translation and distribution of critical communications into the covered languages including registration and selection, standards and performance, conduct and discipline, safety and health, placement in any special education, English language learner or non-standard academic program and transfers and discharges. We are in compliance with this requirement using our translators and DOE-supplied translation services.

