Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
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http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: WAVE Prep Elementary School	DBN: 27Q362
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The language instruction education program at WAVE Prep funded under Title III is designed to help LEP scholars attain English proficiency while meeting state academic and Common Core Learning Standards. The program is designed in context with the school's Free Standing ESL Program. This Title III program for ELLs provides an emphasis on preparing for the ELA and the NYSESLAT and on fundamental literacy skills.

Title III After School Program

In an effort to move our scholars forward, with regards to meeting state academic achievement standards, we are seeking to engage our scholars academically, through programs that focus on strengthening their application and use of the necessary skills and strategies needed. All of our ELLs in grades 1-4 will participate in a supplemental After School Program beginning in December and ending May for 18 weeks twice a week from 2:40 until 5:00 P.M., with a focus on preparing for the NYS tests, specifically the ELA, Math, NYSESLAT, and the continuum of literacy skills (vocabulary, fluency, comprehension, phonics and phonemic awareness). Supplementary services will be delivered by 4 certified ESL/Bilingual teachers. The program is available in both English and the scholar's native language (Imagine Learning) to ensure active scholar participation and comprehension.

Our ELL scholars are not keeping pace with their English dominant peers in attaining levels 3 and 4 on the benchmark assessments in both ELA and mathematics. When looking at NYSESLAT data, our ELL scholars progress nicely in listening and speaking, but struggle with the reading/writing section of the exam. We believe that this disparity is primarily due to our scholars acquiring basic interpersonal communication skills (BICS) more readily as compared to the more difficult development of cognitive academic language proficiency (CALP). As a result, all English Language Learners will be invited to participate in this program that emphasizes literacy and mathematics improvement through the development of cognitive academic language.

There will be four groups of approximately 10-15 ELL scholars per group in grades 1-4 who will attend the After School Program. NYS certified ESL teachers or teachers with bilingual extensions will be hired on a per session basis for a total of four groups. One supervisor will be hired to coordinate the program.

Part B: Direct Instruction Supplemental Program Information
WAVE Prep Title III Planning Committee Selection Imagine Learning English, which provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. The Imagine Learning English curriculum is founded on scientifically based research and state standards. Each activity was developed to incorporate practices proven to be effective. Instructional designers at Imagine Learning, all former teachers, relied on their classroom experience and sought the advice of experts in the field. For ELLs in grade 3 and 4, there will be additional coursework in preparing scholars for the NYS ELA and Mathematics exams in addition to the NYSESLAT.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: In order to promote academic excellence and quality instruction, those NYS certified ESL teachers who will deliver instruction in our Title III After School Program will receive training in: •Tools and Strategies for making the Common Core Learning Standards accessible for ELL Scholars – Through ongoing professional development led by ELL instructional coaches, teachers will learn to meet the needs of ELL scholars at various levels language acquisition within the Common Core classroom. They will also engage in planning ways to scaffold the instruction of rigorous tasks in literacy and mathematics to meet the needs of ELL scholars. Teachers will learn how to front load vocabulary using total physical response and pictures to help make content more accessible. They will also design tasks/rubrics alligned to the standards that allow for ongoing assessment throughout the unit. Finally, educators will work with ELL instructional coaches to analyze ELL scholar data from pre and post assessments to determine next steps for instruction. This professional development takes place weekly during Professional Learning Team meetings Monday afternoons from 2:40-4:00 p.m. •Differentiation – This series of workshops will focus on teachers acquiring a variety of instructional methodologies to meet the needs of all scholars including English Language Learners. Included in these workshops will be multi-modality teaching approaches, ways to scaffold instruction, and other approaches that help make learning more accessible for ELL scholars. This series of workshops will take for three consecutive Thursday afternoons from 2:40 to 4:00 p.m. during after school hours. The tentative dates for these workshops are January 8, 15, and 22. The SIOP Model - The ELL instructional coaches will lead a full-day professional development session aimed at helping the teachers create lesson plans using the SIOP Model, which directly supports ELL scholars by including a language and content objective in every lesson. Educators will be guided through the process of revising and creating actual lesson plans to include a language objective so they are more beneficial for their ELL populations. The educators working with the ELL program will receive coverage for this professional development scheduled for December 12th.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: The WAVE Prep Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of scholars will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of October outlining the PS 362Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language of parents. As a direct outgrowth of the parent involvement policy at WAVE Prep, our school will continue to implement the position of a full-time Parent Coordinator and one Family Worker who is responsible for promoting parent engagement and addressing parents' questions and concerns. Our Family Worker is bilingual and serves as the primary contact for our Spanish speaking population which constitutes 28% of our school population. Workshops and Training Inclusive of ELL parents and community members are: •Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting (Before November 1st provided by the principal). •Parent literacy development (monthly provided by classroom teachers). •Support for increased parent participation on the School Leadership Team and subcommittees (year round provided by School Leadership Team, PTA, Family Coordinators and Parent Coordinator). •Family support resources in the community in the areas of career development, health, social services, etc. (year round provided by the PS 362Q SBST). •Parent Coordinator school based workshops (ongoing provided by the Parent Coordinator and educators). •Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages (year round provided by Parent Coordinator and educators). •Conduct workshops to increase parent understanding of CCLS standards and assessments (year round provided by educators). •Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available (Minimum of three to four times a year provided by Parent

Part D: Parental Engagement Activities
Coordinator). •Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish (monthly provided by Parent Coordinator) •Continue our collaboration in providing evening ESL classes to our parents and the community.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **27Q362**

School Name: **WAVE PREPARATORY ELEMENTARY SCHOOL**

Principal: **MS. GEMMA FERGUSON**

Comprehensive Educational Plan Outline

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Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School School Number (DBN): 27Q362

School Type: Public School Grades Served: Pre-Kindergarten-Fourth Grade

School Address: 535 Briar Place, Far Rockaway, NY 11691

Phone Number: (718) 327-7091 Fax: (718)327-7097

School Contact Person: Gemma Ferguson Email Address: gferguson@schools.nyc.gov

Principal: Gemma Ferguson

UFT Chapter Leader: Alison McMahon

Parents' Association President: Trisha Williams

SLT Chairperson: Gemma Ferguson

Student Representative(s):

District Information

District: 27 Superintendent: Mary Barton

Superintendent's Office Address: 82-01 Rockaway Blvd, Ozone Park, NY 11416

Superintendent's Email Address: mbarton@schools.nyc.gov

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

Cluster and Network Information

Cluster Number: Cluster 02 Cluster Leader: Despina Zaharakis

Network Number: 718-642-5842 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gemma Ferguson	*Principal or Designee	
Alison McMahon	*UFT Chapter Leader or Designee	
Trisha Williams	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Melissa Foerster	Member/ Parent	
Anjini Ramnarine	Member/ Parent	
Jacinda Wolfhart	Member/ Parent	
Christine Case	Member/ Parent	
Heather Martilla	Member/ Teacher	
Diana Easteadt	Member/ Teacher	
Jennifer Andres	Member/ Teacher	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

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

in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

A neighborhood school in Far Rockaway, WAVE Preparatory Elementary School opened in the fall of 2012 with grades pre-kindergarten through second. The school is currently servicing pre-kindergarten through fourth grade scholars. From the beginning, the WAVE Prep team has worked tirelessly to create a culture of high expectations where scholars feel safe to take risks and challenge each other's thinking.

WAVE Prep's mission is to ensure that every scholar develops the skills they need to meet or exceed all academic standards. WAVE Prep is a multicultural learning community where scholars develop problem solving skills and cultural awareness while acting with passion and integrity. Personalized instruction nurtures multiple intelligences and meets the needs of every child through small group instruction and individualized learning plans using a data driven approach. The school has a unified purpose and holds the belief that every child can succeed. As a result, administrators and educators embrace cooperative learning opportunities and collaborate to cultivate critical thinking through effective planning, questioning, and a rigorous interdisciplinary curriculum. At WAVE Prep, the entire educational team takes responsibility for the academic, social and emotional development of each and every child; scholars therefore develop the confidence to achieve academic excellence while embracing diversity.

The principal has created a clear vision for WAVE Prep, which can be observed in the school's physical environment and instructional practices. She collaborates with community members and builds partnerships to acquire funding for the construction of various projects, including a new auditorium, playground, outdoor classroom, dance studio, music studio, and media center. This year, WAVE Prep is partnering with Safe Space to integrate two programs: Rockaway Resilience, which supports social-emotional development, and COMPASS, which provides enrichment activities to scholars during after school hours. She has spent countless hours working with her instructional cabinet to hire and train a staff aligned to her vision. As part of the school's vision to graduate scholars with increased college and career readiness, educators work collaboratively to create and refine rigorous and engaging cross-curricular units aligned to the Common Core Learning Standards. Time is allocated in each educator's schedule to allow meaningful collaboration to take place on a regular basis.

When WAVE Prep opened its doors in September 2012, 90% of scholars were reading below or far below grade level. By the end of the first year, 70% of scholars had made at least one year of growth in reading with 30% reading on or above grade level. After the second year, 80% of scholars had made at least one additional year of growth with 44% reading on or above grade level. In addition, the school's rating improved from "developing" to "well-developed" according to the Peer Quality Review. Feedback from the 2013-2014 Peer Quality Review indicated the following strengths and accomplishments:

- The school's curriculum reflects the integration of the Common Core Learning Standards across all subjects, and offers opportunities for all students to engage in rigorous learning experiences and demonstrates critical thinking. (1.1)
- The principal makes effective organizational and budgetary decisions that support school-wide goals resulting in professional collaboration and challenging academic tasks for all students. (1.3)
- School utilizes and analyzes assessments in order to make the necessary adjustments to instructional practices at the team and classroom level that effectively meet student learning needs. (2.2)
- The principal uses a research-based framework to monitor teacher effectiveness and provide professional support to promote adult learning and reflection leading to improved student outcomes. (4.1)
- The school leader and faculty have structures in place to consistently evaluate the effectiveness of organizational and instructional decisions in an effort to ensure a strong alignment to the Common Core

Learning Standards and learning needs of the students. (5.1)

Our school's main challenge, according to the Peer Quality Review, is to "Continue to strengthen teacher practice so that across grades and content areas, all learners, including English language learners and students with disabilities, are consistently engaged in challenging tasks with appropriate supports to increase student ownership of learning and produce meaningful work products. (1.2)"

While our school has celebrated numerous successes, as evidenced by the Peer Quality Review Feedback, one of our greatest areas of growth school wide last year was in our scholars' reading levels. Our beginning of the year Fountas and Pinnell data indicated that 21% of scholars were reading on or above grade level. Our end of year data showed significant growth as 44% of scholars were reading on or above grade level. In accordance with the constructive feedback from the Peer Quality Review, our key area of focus for this school year is to support scholars in gaining a deep understanding of a variety of increasingly complex texts through close reading. We will also work towards creating scholar-centered classrooms where educators gradually release the responsibility of leading discussions related to these texts to scholars and in turn assume the role of facilitators. Scholars will develop the ability to listen actively, think critically, and respond to each other using authentic accountable talk. As scholars become increasingly adept at communicating their ideas orally, their ability to respond to texts in writing will subsequently improve. By teaching scholars to interact successfully with complex texts, our positive trend in reading levels will continue.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

During the 2013-2014 school year, our school went through a comprehensive Peer School Quality Review. Feedback from the Peer School Quality Review indicated numerous areas of strength including our school's curriculum, which reflects the integration of the Common Core Learning Standards across all subjects, and offers opportunities for all scholars to engage in rigorous learning experiences and demonstrates critical thinking. Another area of strength pertains to the way in which our school utilizes and analyzes assessments in order to make the necessary adjustments to instructional practices at the team and classroom level that effectively meet student learning needs. More specifically, teacher teams led by instructional coaches create, monitor, and revise interdisciplinary English language arts and social studies or science units based on an analysis of unit pre and post assessments and Fountas and Pinnell data. This process allows educators to improve their practice and better meet the needs of all learners. Our overall growth in reading levels provides evidence of WAVE Prep's area of strength. When WAVE Prep opened its doors in September 2012, 90% of scholars were reading below or far below grade level. By the end of the first year, 70% of scholars had made at least one year of growth in reading with 30% reading on or above grade level. After the second year, 80% of scholars had made at least one additional year of growth with 44% reading on or above grade level. In addition, the school's rating improved from "developing" to "well-developed" according to the Peer Quality Review.

Our greatest area of need, according to the Peer Quality Review, was to continue to strengthen teacher practice so that across grades and content areas, all learners, including English Language Learners and Students with Disabilities are consistently engaged in challenging tasks with appropriate supports to continue to increase student achievement in reading.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 60% of scholars will demonstrate progress of at least one year of growth based on the beginning of the year and the end of year Fountas and Pinnell reading assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

• Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust			
• Targeted professional learning opportunities on application of Thinking Maps in ELA, meeting the needs of English language learners in the classroom, and planning and scaffolding instruction for students with disabilities • Workshops based on parent/guardian input offered at convenient times in English and Spanish (ELA strategies, Thinking Maps, questioning techniques, book selection) to build on an environment of trust that supports scholar growth	Whole Staff, Families	August 2014-June 2015	Principal, Instructional Coaches and Inquiry Team
Professional Learning Teams meet twice a week for one hundred ninety minutes to assess scholars' work as related to grade specific Common Core aligned units of study. Teacher teams analyze scholars' work to identify strategies that are effective and will enhance scholar performance. Professional Learning Teams also meet to support the work on implementing, monitoring, evaluating, and revising Common Core aligned learning tasks and curriculum maps.	Grade Teams	September 2014- June 2015	Principal, Instructional Coaches and Grade Teams
The School Wide Inquiry Team meets weekly to analyze grade specific ELA performance tasks in order to create vertical and horizontal alignment of school wide procedures, expectations, and teacher practice. Based on this analysis and formal/informal teacher observations, school wide decisions related to professional learning opportunities are established in order to further develop teacher practice that drives scholar achievement in ELA.	Grade Leaders, Instructional Coaches, Administrators	September 2014-June 2015	Principal, Instructional Coaches, Lead Teachers
<u>Meeting the Needs of Diverse Learners:</u> • English Language Learners (ELLs) are provided with learning opportunities using a school developed ELL program aligned to grade specific cross-curricular units that embed scaffolding techniques and individualized strategies, providing multiple entry points for all scholars to access rigorous tasks. • Scholars with disabilities are provided with learning opportunities that are scaffolded based on their individualized needs as indicated in their Individualized Education Plan (IEP), which provide multiple entry points for all scholars to access rigorous tasks aligned to cross-curricular units and apply higher order thinking skills. • Academic Intervention Services (AIS) are provided to a targeted population as defined by individualized Fountas and Pinnell data and scale scores as indicated on the Elementary School Academic Policy Guide. AIS providers provide daily guided reading and writing support. • Educators and educational assistants are provided with personalized ongoing professional learning opportunities to develop strategies for supporting diverse learners.	ELLs, SWDs, Advanced Learners	September 2014-June 2015	Principal, Instructional Coaches, ELL Providers, SWD Specialist AIS provider, Educational Assistants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Funding allocated for cost of professional development, Instructional Coaches, AIS provider, ELL Specialist, SWD Specialist, Inquiry Team, Educational Assistants and Substitute Teachers • All professional learning teams (grade level inquiry and departmental) • Instructional Coaches, School Wide Inquiry Team, AIS Provider, and SWD Specialist will meet regularly to discuss scholar work and make adjustments to curriculum and assessments as needed • Scheduling adjustments for PLOs • Educational assistants are scheduled within classrooms to provide additional support and differentiation to address scholars' needs • Formal and Informal observations with actionable, timely feedback

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**		**Title IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 60% of scholars will demonstrate at least half a year's growth as evidenced by Fountas and Pinnell reading assessments.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
To maintain a positive school environment as indicated on the 2013-2014 Learning Environment Survey, and continue to improve teacher practice, we will refine our school wide behavior management system to support our teachers in promoting a safe and positive school environment, which will maximize scholar engagement. In addition, we will maintain open lines of communication between families, teachers and administrators by providing multiple forums for families to voice concerns and/or provide feedback as it pertains to their children's education and give input on how to improve our school. According to the Peer Quality Review, our school's main challenge is to "Continue to strengthen teacher practice so that across grades and content areas, all learners, including English language learners and students with disabilities, are consistently engaged in challenging tasks with appropriate supports to increase student ownership of learning and produce meaningful work products."

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, the 2014-2015 Learning Environmental Survey (LES) will indicate positive feedback by our school community as measured by an average of at least 75% in 2 of the 3 categories of the LES.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Morning Assembly and Character Education: • Scholars recite the school's creed daily and participate in correlated activities and conversations about the core virtues	All scholars, Families	September 2014-June 2015	Educators, Educational Assistants,

of our school—Worldliness, Accountability, Virtuousness and Excellence. • Parent Coordinator, administrators, and educators host workshops for families at convenient times in English and Spanish about the core virtues of our school, increasing parental involvement and engagement in our school community and helping to build on an environment of trust.			Instructional Team Parent Coordinator, Administrators
School Wide Behavior Management Systems: • Consistent behavior systems across the school set clear and high expectations for all scholars. • Daily progress reports keep families informed of their child's behavior/effort/homework in order to better support their child at home. • Featured Scholar Assemblies, with family participation, provide positive reinforcement and ongoing motivation for scholars to excel academically, socially and emotionally.	Scholars, Families	September 2014-June 2015	Educators, Educational Assistants, Instructional Team, Administration
New Comer English Language Learner Introductory Classes: • Helps acclimate scholars new to the country through engaging approaches such as games, songs, and activities.	New Comer ELLs (K-4)	September 2014-June 2015	ELL Teachers and Educational Assistants
Individual Goal Setting and Monitoring: • Educators support scholars in setting rigorous, yet realistic personal goals in all subject areas based on benchmark assessments and unit pre-assessments. Scholars use graphs to monitor their progress and identify strategies they can implement to improve during personalized conferences.	Scholars	September 2014-June 2015	Educators and Educational Assistants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• School wide daily progress report template • Cross-curricular pre/post performance assessments • Data monitoring graph and goal sheets • Class behavior charts • Featured scholar certificates/medals • ELL Learning Labs and materials • Two educators in every classroom (two teachers or a teacher and educational assistant) to provide additional support and targeted • Differentiated instruction to meet the needs of all scholars

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**		**Title IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, families will complete a school-developed survey that aligns to the 2014-2015 LES about our school culture. These results will show 60% of families will indicate positive feedback about our school communities in 2 of the 3 categories of LES.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Feedback from the 2013-2014 Peer Quality Review indicated, "The principal makes effective organizational and budgetary decisions that support school-wide goals resulting in professional collaboration and challenging academic tasks for all students." During the 2013-2014 school year, teachers were evaluated using the Charlotte Danielson Framework for Teaching. Based on an analysis of these evaluations, the principal identified areas in need of improvement for each teacher. The data indicated that a majority of teachers showed a need for improvement in questioning and discussion techniques.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, professional learning opportunities will improve questioning and discussion techniques throughout the school as measured by 60% of teachers receiving a rating of effective or highly effective on their final observation according to Charlotte Danielson's Framework for Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Goal Setting: • Educators reviewed feedback from their 2013-2014 observations and created personal goals for improvement during the 2014-2015 school year. During the Individual Planning Conferences, the principal and educators reviewed and revised their goals for the 2014-2015 school year as	All educators	Beginning of the school year	Principal and Educators

needed. A "Teacher Improvement Plan" was developed collaboratively for teachers who received an ineffective or developing rating.			
Collaboration: • Educators meet multiple times a week to share best practices, plan and revise rigorous instruction, analyze scholar work, and problem solve as a team. • Each grade team participates in a Professional Learning Team that meets once a week, each teacher also receives a daily common preparation period in order to facilitate collaborative work. • Teachers also participate in lesson studies, planning, implementing and reflecting on their practice as a team. This work will lead to the development of strategies to address the needs of scholars with disabilities and English language learners. • Educators on each grade have common lunch periods to facilitate an environment of collegiality and trust.	Educators, Educational Assistants, and Instructional Coaches, All scholars (SWDs and ELLs), Families	September 2014-June 2015	Principal, Educators, Educational Assistants, and Instructional Coaches
Instructional Supports: • Grade level instructional coaches meet with their teams to analyze data, plan instruction, and help promote an environment of collaboration and critical thinking. • Instructional Coaches and Administrators support educators by observing instruction and providing actionable, timely feedback. • Mentor and model teachers, appointed by the principal and instructional coaches, serve as a resource for new teachers and those in need of improvement. • Administrators and educational leaders maintain an open-door policy and model reflective practice, which facilitates an environment of trust, collaboration and life-long learning.	Instructional Coaches, Educational Assistants, and Educators	September 2014-June 2015	Principal, Educators, Educational Assistants, and Instructional Coaches
Professional Development: • Administrators and educational leaders maintain an open-door policy and model reflective practice, which facilitates an environment of trust, collaboration, and life-long learning. • Educators receive ongoing, need-based, targeted professional learning opportunities from grade level instructional coaches aimed at improving instruction for all scholars including ELLs, SWDs, and advanced scholars. • Educators have various opportunities throughout the year to attend workshops both in and out of the building to meet their professional needs. When school wide priorities are identified, all staff members attend professional development.	Instructional Coaches, Educational Assistants, Educators, All scholars (SWDs, ELLs, advanced)	September 2014-June 2015	Principal, Educators, Educational Assistants, and Instructional Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Instructional coaches to attend, turn-key and develop professional learning opportunities for colleagues • Common preparation periods for teacher teams to analyze scholar work

• Professional Learning Teams to modify curriculum to address scholars' needs • Coverage for classroom teachers to attend professional learning opportunities

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, professional learning opportunities will improve questioning and discussion techniques throughout the school as measured by 30% of teachers receiving a rating of effective or highly effective on their most recent observation rating according to Charlotte Danielson's Framework for Teaching.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Our school has several strengths in the area of leadership. According to the 2013-2014 Peer Quality Review, "The principal makes effective organizational and budgetary decisions that support school-wide goals resulting in professional collaboration and challenging academic tasks for all students." The principal also, "uses a research-based framework to monitor teacher effectiveness and provide professional support to promote adult learning and reflection leading to improved student outcomes." Finally, "The school leader and faculty have structures in place to consistently evaluate the effectiveness of organizational and instructional decisions in an effort to ensure a strong alignment to the Common Core Learning Standards and learning needs of the students." The 2013-2014 Comprehensive Principal Performance Review indicated a need for refinement of teaching methodologies to strategically reflect questions, high level discussions, participation and ownership to improve scholar achievement.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, leadership will use the Advance data from the Danielson Framework for Teaching to improve teacher pedagogy as evidenced by 60% of teachers rating effective and highly effective.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Formal and Informal Observations with Timely Feedback: • Timely feedback will include areas of strength that highlight	Educators	September 2014-June	Principal

what the educators did well within each domain. • Timely feedback will include strategic actionable next steps that promote collaboration (inter-visitations, lesson studies, support from instructional coaches, ESL supports, SWD supports, modeled lessons, etc.).		2015	
Meetings with School Leader: • During the Individual Planning Conference, educators meet with school leader to develop yearly goals and/or Teacher Improvement Plans. • During Mid-year Data Talks, educators meet with school leader to review and analyze scholar performance. After analyzing data, strategies are discussed to meet the needs of sub-groups. • During the End of Year Teacher Reflection Conference, educators meet to reflect on yearly goals and/or Teacher Improvement Plan.	Educators	September 2014-June 2015	Principal
Ongoing Individualized Professional Development: • The School Wide Inquiry Team meets to analyze grade specific ELA /Math performance tasks, in order to create vertical and horizontal alignment of school wide procedures, expectations, and teacher practice. Based on this analysis and formal/informal teacher observations, school wide decisions related to individualized professional learning opportunities are established in order to further develop teacher practice that drives scholar achievement in ELA and Math.	Educators	September 2014-June 2015	Principal, Instructional Coaches, ELL Specialist, SWD Specialist
Professional Learning Teams: • These teams assess scholar work as related to grade specific Common Core aligned units of study. These teams also analyze scholar work to identify strategies that are effective and that will enhance scholar performance. Professional Learning Teams also meet to support the work in implementing, monitoring, evaluating, and revising Common Core aligned learning tasks and curriculum maps.	Educators	September 2014-June 2015	Principal, Instructional Coaches, ELL Specialist, SWD Specialist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Funding allocated for cost of professional learning opportunities, Instructional Coaches, ELL Specialists, SWD Specialist, and Inquiry Team • All professional learning teams (grade level inquiry and departmental) • Instructional Coaches, School Wide Inquiry Team, ELL Specialist and SWD Specialist will meet regularly to discuss scholar work and make adjustments to the curriculum and assessments as needed. • Formal and informal observations with actionable, timely feedback

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, leadership will use Advance data from the Danielson Framework for Teaching to improve teacher pedagogy as evidenced by 30% of teachers rating effective and highly effective.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
The 2013-2014 School Survey Report reveals our WAVE Prep's strong family and community ties as 98% of families were satisfied with the *Instructional Core* at our school and 97% of families were satisfied with both *Systems for Improvement* and *School Culture*; however, low attendance during Parent Teacher Conferences indicates a need for additional parent involvement in school activities. Only 40 % of our families attended Parent Teacher Conferences in March of 2013 according to sign in sheets. Therefore, our school's priority need for this year is to increase family involvement as evidenced by attendance at Parent Teacher Conferences.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, strong family and communication ties will be evidenced by 60% of families attending Parent Teacher Conferences according to sign in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Family Communication • A Parent Handbook, indicating relevant school-related information, will be distributed to families at the beginning of the year • The Parent Coordinator and bilingual Family Worker will create and distribute a monthly calendar to make sure families are informed of important school and city wide events	Families	September 2014-June 2015	Parent Coordinator, Family Worker, Bilingual Staff

Parent Teacher Conferences • Parent Teacher Conferences will be held during the afternoon and evening to facilitate participation • Translation services will be readily available to allow the families of ELLs and other non-English speakers to participate in conferences • IEP teachers, related-service providers, and ELL specialists will be available to answer questions and provide support and information to families regarding IEPs and instructional strategies to support SWDs and ELLs	Families, All Scholars (including ELLs and SWDs)	September 2014-June 2015	Parent Coordinator, Family Worker, IEP Teachers, Related-Service Providers, ELL Specialists, Bilingual Staff, Teachers, Administrators
Environment • Office staff and educators, including the Parent Coordinator and bilingual Family Worker, will build an environment of trust and respect throughout the school by encouraging family feedback, answering questions, and maintaining open and honest lines of communication	Families	September 2014-June 2015	Parent Coordinator, Bilingual Family Worker, Educators
Committees • The Parent Engagement Committee will meet weekly to develop the school newsletter and the website, which communicates information related to academic and enrichment events and activities taking place at the school on a monthly basis • The School Leadership Team meets monthly to allow for various stakeholders to collaborate in order to make important school wide decisions	Families, Scholars	September 2014-June 2015	Parent Engagement Committee, Administrators, Educators, Families

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Funding allocated for cost of position of full time Parent Coordinator and Family worker whose sole responsibility will be to promote family engagement and address families' questions and concerns • Parent Engagement Committees • Time will be allotted for the committees to meet on a weekly basis

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

• Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 60% of families will attend the November Parent Teacher Conferences as evidenced by Parent Teacher Conference sign in sheets.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	According to the Elementary School Academic Policy Guide those scholars that scored below the indicated scale score or performance level in ELA will receive AIS services. Grade/Scale Score or Performance Level: • Grade K/1 or 2 • Grade 1/1 or 2 • Grade 2/1 or 2 • Grade 3/299 • Grade 4/296	- AIS providers use Fundations, and guided reading to support growth in literacy. - Read alouds and shared readings are used on a daily basis. -Strategies are developed to help tackle complex texts to improve reading abilities. -Fountas and Pinnell Leveled Literacy Intervention System used in small groups	AIS is delivered using a push-in and pull-out (during Guided Reading) model by AIS providers in small groups.	AIS will be provided during the school day (at least four to five times a week).
Mathematics	According to the Elementary School Academic Policy Guide those scholars that scored below the indicated scale score or performance level in Math will receive AIS services. Grade/Scale Score or Performance Level: • Grade K/1 or 2 • Grade 1/1 or 2 • Grade 2/1 or 2 • Grade 3/293 • Grade 4/284	The GO MATH Program has a rigorous RTI component that is used daily by classroom teachers to provide academic intervention.	AIS by the classroom teacher and co-teachers provided in small groups on a daily basis.	AIS will be provided during the school day (at least four to five times a week).

Science	According to the Elementary School Academic Policy Guide those scholars that scored below A LEVEL 2 on the NYS Assessments will receive AIS services.	Our school has developed cross-curricular units of study. The Science units have a strong emphasis on informational texts and we are targeting this content area through literacy and math. All scholars are reading and responding to non-fiction texts at and above their current reading levels. In addition, we are reinforcing and/or introducing reading skills in this content area through project based learning, experiments and informational essays. Through small group instruction we are providing at risk services to scholars and reinforcing academic vocabulary in context.	AIS are delivered using a push-in and pull-out models to support small groups.	AIS will be provided during the school day (at least four to five times a week).
Social Studies	According to the Elementary School Academic Policy Guide those scholars that scored below a LEVEL 2 on the NYS Assessments will receive AIS services.	Read alouds and shared readings are used on a daily basis. Strategies are developed to help tackle complex texts to improve reading abilities. In this content area, we have scholars working on autobiographies, biographies, and grade appropriate units of studies, where they are conducting extensive research using nonfiction and narrative nonfiction	AIS services are delivered using a push- in and pull-out models to support small groups.	AIS will be provided during the school day (at least four to five times a week).

		texts. Reading skills are reinforced and introduced in this content area based on the Common Core Learning Standards. Through small group instruction we are providing at risk services to scholars as well as reinforcing academic vocabulary in context.		
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Based on individualized scholars' needs as indicated by the family or school personnel.	Counseling from the school psychologist or Rockaway Resilience (a granted counseling program within our school).	Small groups or individually based on need.	During the school day and after school on an as needed basis. Meetings are scheduled by school psychologist and Rockaway Resilience.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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, collaboration with Teaching Fellows/Teach for America, contact with universities and colleges, and recommendations by staff members and colleagues. A rubric will be used to evaluate resumes and cover letters to determine if candidates are qualified to move to the next level of the hiring phase. Selected applicants will then complete a demonstration lesson and interview for administrators and a hiring committee. Once applicants are selected and the staff for the coming year is complete, administrators work with the instructional coaches to determine the most appropriate assignment for both new and returning educators, considering educators preferences, strengths and weaknesses. The plethora of support provided to educators by grade level instructional coaches, ESL and IEP specialists, lead and mentor teachers, and administrators promotes teacher retention. Building time into the schedule to allow for meaningful collaboration to take place also fosters an environment of collegiality, leading to greater teacher retention. Finally, educators will receive ongoing, need-based, targeted professional learning opportunities to support them in improving their practice to better meet the needs of scholars.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Educators and paraprofessionals receive ongoing, need-based, targeted professional learning opportunities from grade level instructional coaches aimed at aligning instruction with the CCSS and Instructional Shifts. Administrators attend monthly professional learning opportunities offered by the district, which provide support with implementing the most current pedagogical practices aligned to the CCSS. When school wide priorities are identified, such as creating Common Core aligned units and assessments, school wide professional development is provided. The principal prioritizes funds to provide all staff members with various opportunities throughout the year to attend workshops both in and out of the building to promote professional growth.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Upon registration, families are invited to attend informational sessions to orient families and scholars to the school. They are also provided with a school handbook which outlines the school's expectations and resources that are available to them. Families are encouraged to accompany their child the first day of school. Pre-school scholars also stay in school half-day for the first two days until they are mainstreamed into a full day of school. Educators serving pre-school scholars plan Common Core aligned cross-curricular units of study in Professional Learning Teams across grade in collaboration with kindergarten. Educators also engage in professional development throughout the school year to support improved teaching practices and scholar outcomes across content areas. Families are encouraged to become active participants in their child's development and education. Our school has an open door policy, which encourages families to visit classrooms and meet with educators to discuss progress being made. Families are given strategies and suggestions that will help them support their child at home. Early intervention services are also offered and discussed for scholars in need. Families are invited to attend Meet the Teacher Night in September, and Parent Teacher Conferences in November, March and May. Family participation is also encouraged throughout the year with various classroom celebrations and activities.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Educators collaborate with instructional coaches and administrators to design and/or select summative and formative unit assessments based on CCLS during monthly full-day "Curriculum Planning Sessions" and "Professional Learning Team" meetings. In ELA/social studies, our summative assessments take the form of cross-curricular unit assessments correlated to the CCLS. In mathematics, educators use "Go Math" end of unit assessments as a starting point and revise to incorporate a greater emphasis on explaining mathematical thinking. At the beginning of both ELA and mathematics units of study, educators administer a baseline assessment and analyze scholar work using a rubric or item analysis to help drive instruction. This baseline assessment is also compared to the end of unit summative assessment and used as a tool to measure scholar growth and the effectiveness of educational practices. In addition, educators within and across grades share and continually revise formative assessment tools such as conference note templates, checklists, and rubrics. Instructional coaches work alongside the testing coordinator to provide educators with ongoing professional development in the use of administering, analyzing, and using data from assessment to drive instruction and reflect on teaching practices. The Data Specialist is also responsible for guiding the "School Local Measures Committee" in selecting and administering assessments at the city and state level. This committee of educators is selected by a vote and works with administrators to review the assessment options and growth measures and finalizing

selections.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$215,429	x	#9,12,15,18,21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	$11,200	x	#9,12,18
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	$2,510,187	x	#9,12,15,18,21

[1]Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 families and community in the school. **P.S. 362Q WAVE Prep** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep families informed by actively involving them in planning and decision-making in support of the education of their children. Families are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 362Q WAVE Prep** will support and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for families ;
- encouraging more families to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep families informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep families informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that families can understand

School-Parent Compact (SPC)

P.S. 362Q WAVE Prep 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 families of students participating in activities and programs funded by Title I, agree that this Compact outlines how, 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 families as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for families 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 families who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to families of participating children in a format and to the extent practicable in a language that families can understand;
- involving families in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing families with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with families each year;

Provide families reasonable access to staff by:

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

Provide general support to families by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 27	Borough Queens	School Number 362
School Name W.A.V.E Preparatory Elemtary School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Gemma Ferguson	Assistant Principal Aileen Plaza
Coach Maria Vasquez	Coach Emilia El Ammari
ESL Teacher Leonela Vargas	Guidance Counselor Jullian Wells
Teacher/Subject Area Ana Rodriguez	Parent Elizabeth Cabrera
Teacher/Subject Area Melissa Mannino	Parent Coordinator Shamel Freeland
Related Service Provider Karen Brown	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	2	Number of certified bilingual teachers not currently teaching in a bilingual program	5	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	374	Total number of ELLs	67	ELLs as share of total student population (%)	17.91%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☐ 5☐ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0										0
Dual Language (50%:50%)	0	0	0	0										0
Freestanding ESL														
Push-In	2	2	2	1										7
SELECT ONE														0
Total	2	2	2	1	0	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	**Newcomers (ELLs receiving service 0-3 years)**	62	**ELL Students with Disabilities**	
SIFE	0	**ELLs receiving service 4-6 years**	5	**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 SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	64		6	5			0			67

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	62	0	6	5	0	0	0	0	0	67
Number of ELLs who have an alternate placement paraprofessional: 4										

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	11	28	5										63
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	1										4
Haitian	1													1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	**21**	**12**	**29**	**6**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**68**

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	10	4	2										33
Intermediate(I)	0	0	20	0										20
Advanced (A)	3	2	6	5										16
Total	**20**	**12**	**30**	**7**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**69**

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   The assessment tool that our school uses is Fountas and Pinnell. Data indicates that 75% of ELL students are performing below grade level. Using the data, intervention services are provided by ESL coordinators and classroom teachers through targeted small groups instruction. Fountas and Pinnell Data According to BOY:

Far Below (2 or more levels below); Below (1 level below); On Level; Exceeding (2 or more levels above)
Kindergarten: N/A First Grade: 9 students far below, 1 studen on level, 1 student exceeding
Second Grade: 23 students far below, 1 below, 3 exceeding Third Grade: 4 far below, 1 below, 1 on level, 0 exceeding

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our data indicates that ELL students scored better on the Listening and Speaking parts of the LAB-R and NYSESLAT assessments than on the Reading and Writing sections

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
To support reading/writing modalities ELL students are provided with additional support from classroom teachers and ESL coordinators. In reading and writing, we offer small group intervention to our struggling ELLs in a systematic way. A certified provider pushes in two periods daily to support through guided reading and during writing in order to increase proficiency in English Language Arts. Moreover, teachers at our school, including ESL teachers, receive ongoing professional development to help them scaffold instruction for ELLs while still teaching the CCLS.

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

4.a. Our ELLs do not take any assessments in the Native Langauge. Therefore a comparision is not possible.
b. N/A
c. N/A
5.N/A:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
The instructional cabinet looks at ELL data carefully through the inquiry process and plans appropriate RtI based on students' needs. Our comprehensive RtI plan includes daily small group guided reading instruction, individualized 1-on-1 reading intervention through the Reading Recovery program, and targeted small group content area instruction during co-teaching periods.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Educators are provided with the data from the NYSESLAT or LAB-R and given guidance on what exactly the results mean in terms of proficiency levels and second language development. They receive professional development to guide them in supporting and including ELLs of all levels in daily instruction. Teachers are trained on how to incorporate a language objective into their content based lessons. They are trained and encouraged to use various scaffolding techniques to differentiate instruction and make the material accessible to ELL students.

7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs on a continuous basis using interim assessments in reading, writing and math. To evaluate the success of our programs in reading we use Fountas and Pinnell periodic assessments and school wide performance tasks. In writing we use weekly reading response pieces as well as school wide performance tasks. Go Math unit assessments are used to evaluate the progress of ELLs in math. On a short term basis, the data indicates whether or not individual students need additional assistance, inform the type of materials and resouces 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. We also closely examine the NYSESLAT results to measure students AYP. We look for patterns and trends in scale scores across the grades and proficiency levels. If any individual studenst or groups of students are not making significant progress, we evaluate our instructiona programs for ELLs and make necessary changes to better meet their needs.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)
   All parents registering students for the first time in the Department of Education must complete the Home Language Identification Survey at the time of registration. Support is provided by ESL coordinators, Leonela Vargas and Emilia El Ammari, both bilingual English/Spanish licensed pedagogues with certification in ESL. If families speak a langauge other than Spanish and do not have a translator accompanying them, the Department of Education's over-the-phone interpretation service is used. If parents indicate that a language other than English is spoken at home, an informal interview is conducted by an ESL coordinator for both the parent and student. If any doubt about the student's language proficiency in English remains after the interview, the LAB-R is administered the same day of enrollment by one of the ESL coordinators in a quiet setting. The Spanish LAB is subsequently administered for Spanish speaking ELLs.
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.
   Parents of students who are identified as ELLs are invited to an orientation workshop facilitated by ESL coordinators, Leonela Vargas and Emilia El Ammari, in August and September. At the orientation, parents are introduced to the three program choices through the "Orientation Video for Parents of English Language Learners." Following the video, ESL coordinators host a question and answer session in English and Spanish. If ESL coordinators are unable to communicate with parents due to language barriers, the Department of Education's over-the-phone interpretation service is used. Parents who register students later in the year have the opportunity to watch the video and discuss the program options at registration and via meetings with ESL coordinators. After the question and answer session parents are given the "Parent Survey and Program Selection Form" to complete in their home language. Parents are encouraged to complete the form before leaving the workshop. If parents do not attend one of the orientation workshops, the ESL coordinators make outreach with the support of the parent coordinator. Every effort is made to inform parents of the program choices and have the selection form completed within the first ten days of enrollment. All parent selection forms are maintained regardless of whether we are able to accommodate their choices at the present time. They are informed that outreach will be made if their selection becomes available at a later date. Our ESL coordinators are responsible for maintaining all records and will utilize the support of the parent coordinator and family worker to contact parents should their program choice become available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   The RLAT and R-MNR are both examined to determine entitlement for ELL services. Entitlement letters in the appropriate languages are distributed by Leonela Vargas and Emilia El Ammari, the ESL coordinators. 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, second, or third grade based on their NYSESLAT scores from the previous school year. Copies of the Entitlement Letters are kept in the ESL binder. If Parent Survey and Program Selection forms are not completed at the orientation workshop, ESL coordinators make outreach to the students' parents to make sure the forms are returned. If necessary, the parent coordinator gets involved. Parent Surveys and Selection forms are then maintained in students' cumulative records.
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.
   Parents are told very clearly, in their native language, the program choices that are currently available from the DOE. If we cannot accommodate the parents' choice, the parent coordinator researches other school options on their behalf. 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 2013 chose the ESL program as their first choice. As a result, we do not have a bilingual program at our school this year. After Parent Survey and Selection forms are returned and analyzed, placement letters in the appropriate languages are distributed. After parents make their selection, placement letters are given to the parents in their home language and a copy is kept in the students' cumaltive records. ESL coordinators, Leonela Vargas and Emilia El Ammari, update ELPC screen in ATS within 20 days.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

All ELLs receiving ESL services are administered the NYSESLAT. The RLAT 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 by ESL coordinators Leonela Vargas and Emilia El Ammari. The speaking section is administered by the ESL coordinators to students individually. The listening, reading, and writing sections are administered by the ESL coordinators on separate but consecutive days. Absentees are administered the NYSESLAT upon their return to school.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Parent Selection forms are carefully examined and put into into a spreadsheet created by ESL coordinators Leonela Vargas and Emilia El Ammari. Trends in parent choice are looked at very carefully. As indicated in our data, our program is aligned with parent requests. Since our school's opening last year, 100% of parents have requested ESL as a means of servicing their children. The program is designed to meet the needs of beginner, intermediate and advanced ELL students.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a. We have a push-in/pull out ESL model in our school. Our two ESL coordinators analyze the results of the NYSESLAT and LAB-R to determine the proficiency levels of each ELL student. Groups are created based on the language level and/or grade level of students. All beginner and intermediate ELL students receive 360 minutes per week of ESL/ELA instruction. All advanced ELL students receive 180 minutes of ESL/ELA instruction per week as well as 180 minutes of ELA instruction per week.

b. During push-in services all ELL students within the class are suppored through co-teaching and small group instruction. During pull out services homogeneous groups of students across the grades are supported based on their needs.

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)?

ESL service providers meet at the beginning of the school year to look at the current ELL population and create a schedule to accommodate the mandated number of instructional minutes for students at each proficiency level. About a month into the school year ESL service providers meet with classroom teachers to coordinate a schedule that better meets the needs of students and educators alike. ESL service providers aim to make sure that they are pulling students out or pushing in to provide support at strategic times. Push-in service is usually provided during the ELA block. During these blocks some ESL students are interclassed within and across grades to provide more support. ESL service providers pull groups of students from various classes and grades with similar languange proficiency levels and needs to provide additional services.

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

In order to make content comprehensible for ELLs and foster language development, educators work with ESL coordinators, Leonela Vargas and Emilia El Ammari, during professional learning team meetings to develop language objectives for each lesson that support the Common Core based content objectives being taught. Although all instruction is conducted in English, many of our staff members are bilingual and are encouraged to help support ELLs by providing background knowledge in the native language prior to introducing a new unit. Educators also also trained to use cognates to help support ELLs with vocabulary development and comprehension in the classroom. ELL students are are supported through scaffolding techniques such as Total Physical Response (TPR), visual aids, realia, manipulatives, and graphic organizers or Thinking Maps. Educators differentiate instruction for ELLs through small group instruction, tiered-questioning, group or partner work, and personalized word walls, dictionaries, or sentence starters. The Go Math program also provides suggestions for differentiation which educators are encouraged to utilize throughout mathematics instruction.

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

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

Various modes of assessment are used to evaluate ELLs in all four modalities of English acquisition. Classroom teachers and ESL coordinators maintain informal conference notes during all instructional periods. Educators are encouraged to take notes on students' abilities to conversate and follow directions and well as reading and writing. In addition to conference notes, ELLs are evaluated in reading through running records, in writing through performance tasks and published pieces, in listening through shared reading performance tasks, and in speaking through observation of accountable talk conversations and student presentations.

6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We do not have any SIFE students registered at this time, but in the event we did the same model used for beginning ELL students would be applied. In addition, these students would be provided with additional small group or individual support during extended-day and/or after school.

b. The same model used for beginning ELL students is used to service newcomers. These students are also provided with additional small group or individual support during extended-day and/or after school.

c. ELL students receiving service for 4 to 6 years receive the same services as other students at their proficiency level. In addition, ESL coordinators and classroom teachers work together to determine if other factors may be affecting the child's progress. If so, an intervention plan is created and if needed an evaluation for special education services may be requested.

d. We do not have any long-term ELLs as we only service students through grade 3.

e. Former ELLs continue to receive support along with advanced ELLs as long as needed. They continue to receive testing accomodations for two years after scoring proficient on the NYSESLAT. Like other ELLs, they receive time and a half on all assessments and are allowed to use a native language dictionary for translation purposes and use English and alternate test forms simultaneously in areas other than ELA.

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

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. ELL-SWDs whose IEP mandates ESL instruction are serviced just as other ELL students through push-in and pull out services by the ESL coordinators, Leonela Vargas and Emilia El Ammari. If the parents of ELL-SWDs whose IEP mandates bilingual instruction choose to remain in our school, a bilingual one-on-one para is provided to help support their language needs in the special education setting listed in their IEP.

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

We strive to constantly reevaluate our students' needs and place in the least restrictive setting where they can be successful. Many of our students with IEPs, including ELLs, are interclassed in general education classrooms during various periods of the day depending on ability and need. ELL-SWDs are pulled out for small group ESL instruction with other ELL students that do not have special needs.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   Baseline, formative, and summative assessments are used to group ELL students according to their learning needs acrooss all subject areas. ESL coordinators work in collaboration with classroom teachers to provide differentiated instruction and targeted small group instruction during the school day and extended day. All instruction is provided in English. In addition, during planning sessions ESL coordinators meet with classroom teachers to discuss differents stategies that will support the progress of ELL students in their class. Social studies and science are taught in cross-curricular units with ELA and at times math. ESL coordinators often push in during the ELA block to help support ELLs through small group instruction. During mathematics instruction educators break off into groups often working with ELLs or other struggling learners to provide RTI support and scaffold instruction. Eductators also use flexible grouping and paired or small group reading or math activities to help support ELLs.

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

    As a new school we are still in the process of evaluating the effectiveness of our current program. According to the NYSESLAT as well as content area scores in reading (TRC/Fountas and Pinnell) and math (Go Math BOY, MOY, EOY), our ELLs progressed substantially last year. Content area data is reviewed on an on-going basis throughout the year. The inquiry team closely analyzes beginning, middle and end of year assessments in ELA and math to determine growth and next steps. Language development in assessed informally through on-going observations and formally with NYSESLAT results.

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

    In the upcoming school year, we intend on supporting ELL students with an after school program and an additional intervention program on Saturdays. We would also like to find qualified teachers with a certification in ESL to teach a self-contained ESL classroom on each grade.

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

    Currently we do not have any programs/services that will be discontinued.

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

    ELLs are afforded equal access to all school programs. They participate in AIS programs during the day, and four days a week during 37 1/2 minute extended day sessions. ELLs participated in a Saturday Academy program last year and will again be invited to participate this year. The program will address the needs of ELLs at various proficiency levels.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    A variety of instructional materials are used to support the learning of ELLs. All classroom are equipped with SMARTBOARD technology. Additionally, every grade has access to Ipads/laptops. Classroom teachers have access to a resource room with additional materials to support ELL students in their classrooms. In the small group push-in class, guided reading books, as well as trade 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

    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. We also have Spanish as a second language classes that foster oral language and literacy skills in Spanish. At this time, we do not have a TBE or Dual Language program at our school.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

    The instructional support and materials are age appropriate as they consider the child's development as a whole. The push-in model ensures that students do not miss key concepts that are taught. Interest surveys and interviews with students and parents ensure that resources are of interest while meeeting the needs as outlined by data.

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

    We 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 the ESL coordinators.

18. What language electives are offered to ELLs?

Spanish is offered as an elective to all of our students.

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

N/A

C. Professional Development and Support for School Staff

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

Professional development series are developed on a quarterly basis and are based on results from observational feedback and teacher need. In August teachers engaged in professional development around curriculum mapping. The majority of educators at our school also attended a week long Thinking Maps training to learn a system for supporting independent, critical thinking for all learners. In September, staff engaged in professional development centered around the Danielson Framework for effective teaching, measuring student learning, and using performance tasks to assess and support subgroups including ELLs. In November, professional learning teams looked closely at ELL literacy data through the inquiry process including Fountas and Pinnell scores, reading pre-assessments, and the beginning of the year quick write to identify common trends and develop implications for teaching. In December, all staff members attended a mandatory professional development intended to help all educators understand the language development stages that ELLs go through and how to support ELLs at the different proficiency levels. Educators were exposed to various strategies for scaffolding and differentiating instruction to make content comprehensible for ELLs. They were also introduced to aspects of the SIOP model, and practiced creating language objectives for current units of study. In addition to the numerous opportunities for professional developed offered school-wide, each grade team meets weekly for two periods with a coach and ESL coordinator to analyze data and plan future instruction, paying special mind to meeting the needs of subgroups including ELLs. The ESL coordinators are also available to meet with educators before and after school to provide additional guidance in supporting ELLs in the mainstream classroom. The ESL coordinators attend staff development along with other coaches and colleagues to stay current with the most recent expectations for the common core in ELA and mathematics. They attend ESL professional development meetings provided by the CFN and, when applicable, share their learning by turn-keying information to their colleagues. The ESL cooodinators are responsible for providing additional support to any new staff members not already certified in ESL in language acquisition approaches, strategies for differentiating and scaffolding instruction, and questioning techniques. Staff members participate in book study groups throughout the year, and at least one of the books focuses on ways to better support our ELLs. Other personnel, such as paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, secretaries, and parent coordinators are invited to attend all school wide profesional development and are provided direct support whenever needed. Records of professional learning opportunities are maintained in the professional development binder in our main office. As an expanding kindergarten through 3rd grade school we are not currently responsible for transitioning students to a new school.

D. Parental Involvement

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

Parents are invited and encouraged to become active participants of the school community. Parents are invited to attend workshops that will help them support their children. All workshops have translators present. Materials are presented in their native language as well. They learn different strategies to support their children at home and are updated on a weekly, if not daily, basis regarding the academic and behavioral progress of their children. We have an open-door policy at our school and parents are encouraged to visit classsrooms and have open communication with teachers at all times. In addition, parents volunteer their time to help with trips, classroom projects, and special events.

2. The school partners with OST, a community based after school program to provide workshops in relation to community needs and topics of interest for ELL parents.

3. ESL coordinators, Leonela Vargas and Emilia El Ammari, along with the Parent Coordinator Shamel Freeland, provide parents with surveys during Parent Association meetings. The parent coordinator works along side ESL coordinators to make an inventory of topics of interest for parents. Based on survey feedback, workshops are conducted in English and in their native language during morning and evening sessions. If staff cannot translate ESL coordinators use over-the phone interpretation services provided by the DOE.

4. Activities throughout the year are aligned to topics of interest and need based on parental surveys and the opinion of the principal, instructional coaches, and staff. Classroom teachers are asked to put on parent workshops during the school day throughout the year to allow parents to actually see first hand how trained educators interact with their students. Teachers model effective questioning and other strategies that parents can in turn implement at home. We encourage parents whose first language is not English to read in their native language with their children and ask the same types of questions.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: W.A.V.E Prep		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		11/15/13
Aileen Plaza	Assistant Principal		11/15/13
Shamel Freeland	Parent Coordinator		11/15/13
Leonela Vargas	ESL Teacher		11/15/13
Elizabeth Perez	Parent		11/15/13
Ana Rodriguez	Teacher/Subject Area		11/15/13
Melisa Mannino	Teacher/Subject Area		11/15/13
Maria Vasquez	Coach		11/15/13
	Coach		1/1/01
Julian Wells	Guidance Counselor		11/15/13
Joanne Brucella	Network Leader		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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 asses 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 lanuage 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.