

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q362

School Name:

WAVE PREPARATORY ELEMENTARY SCHOOL

Principal:

GEMMA FERGUSON

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: WAVE Preparatory School Number (DBN): 27Q362
Grades Served: K-5
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: Melissa Foerster
SLT Chairperson: Gemma Ferguson
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jacinda Wolfhart
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

Borough Field Support Center (BFSC)

BFSC: Queens Borough South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard; Ozone Park, NY, 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 718-642-5839 Fax: 718-642-5705

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

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

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

A neighborhood school in Far Rockaway, WAVE Preparatory Elementary School opened in the fall of 2012 with grades pre-kindergarten through second. WAVE Prep will serve kindergarten through fifth grade during the 2015-2016 school year. From the beginning, the WAVE Prep team 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. During the 2014-15 school year, WAVE Prep was awarded a grant to partner with Disney Musicals in Schools. Teaching artists collaborated with educators and scholars to successfully rehearse and perform *Lion King Kids* on the school stage as well as on Broadway. Next year we will continue this partnership and put on another production, honing in on scholars' creative abilities and helping them gain confidence both in and out of the classroom. WAVE Prep will also be partnering with the Sports and Arts in Schools Foundation to provide enrichment activities and academic support to scholars during after-school hours.

The principal continues to spend 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. Most recently, WAVE Prep has partnered with the Northeast regional Expeditionary Learning Coach to further support the development and implementation of our curriculum. The principal promotes continuous growth and improvement for all stakeholders. She provides opportunities for instructional leads to attend professional learning opportunities aimed at enhancing the school's instructional resources and practices. For instance, during the summer of 2015, educators will attend numerous workshops including Thinking Maps, Understanding by Design Unit Planning, Vermont Writing Collaborative's "Working with Complex Texts: The Writing for Understanding Approach," and Expeditionary Learning Strategic Planning Week.

When WAVE Prep opened its doors in September 2012, only 10% of scholars were reading on or above grade level. By the end of the first year, 30% of scholars were reading on or above grade level. After the second year, 44% of scholars were reading on or above grade level. This year, after analyzing the 2014-15 end of year reading benchmark data, 57% of scholars are reading on or above grade level, with 73% of scholars making at least one year of growth. With a continued emphasis on teacher development, collaborative planning, and community involvement, this upward trend will continue.

In addition, the school received ratings of “well-developed” in four out of five categories on the 2014-15 Quality Review. More specifically, the reviewer’s feedback celebrated progress in the following areas:

- The school ensures engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. (1.1)
- The school develops teacher pedagogy from a coherent set of beliefs about how scholars learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all scholars produce meaningful work products. (1.2)
- The school aligns assessments to curricula, use on-going assessment and grading practices, and analyze information on scholar learning outcomes to adjust instructional decisions at the team and classroom levels. (2.2)
- The school engages in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved scholar learning. (4.2)

WAVE Prep has a total scholar population of 438, with over 90% of scholars eligible for free lunch. Approximately 57% of scholars are Hispanic and 39% are black. The school has 67 scholars in special education, with 33 in a 12:1:1 setting and 32 in ICT classes. The school currently has 104 English language learners, making up roughly 24% of the population. Of the ELLs, 48 are beginners, 26 are intermediate, and 46 are advanced. The large number of ELLs in our school require additional support in order to reach grade level standards. This is especially true for the increasing number of new comers entering the country in the upper elementary grades with no English and varying levels of literacy in their home language.

One key area of focus for this school year is to “establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.” According to the 2014-15 Quality Review, the leadership at WAVE Prep holds all stakeholders to high standards and provides supports to achieve those high expectations; however, some families and scholars were unable to clearly communicate these expectations. WAVE Prep will strive to improve our rating on this indicator from proficient to well developed by encouraging scholars and families to actively participate in the planning and learning process and ensuring that transparency exists in the communication of all school policies related to high expectations for scholar learning.

An additional area of focus for this school year is to “build on the development of effective pedagogy to ensure that instructional strategies and activities maximize student engagement.” While we received a rating of “well developed” on indicator 1.2 during the Quality Review, feedback from the Principal Performance Observation revealed a need to improve scholar engagement in some classrooms. Moreover, the reviewer witnessed a Common Core aligned curricula informed by the instructional shifts and Danielson Framework for Teaching across classrooms, but encouraged the school to support teachers in consistently engaging scholars in learning across subjects and classrooms. WAVE Prep administrators also documented a need in this area during observations based on the Charlotte Danielson’s Framework for Teaching.

27Q362 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04	Total Enrollment	436	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	99.1%	% Attendance Rate		93.0%
% Free Lunch	90.4%	% Reduced Lunch		4.3%
% Limited English Proficient	20.1%	% Students with Disabilities		16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		42.9%
% Hispanic or Latino	53.6%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

During the 2014-2015 school year, the school went through a comprehensive Quality Review. Feedback from the Quality Review indicated numerous areas of celebration 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. The development of teacher pedagogy based on the instructional shifts and Danielson Framework for Teaching is another area of strength for WAVE Prep. Administrators, instructional coaches and lead teachers support educators with implementing the curriculum and meeting the needs of all learners. The school community utilizes and analyzes assessments in order to make the necessary adjustments to instructional practices at the team and classroom level that effectively meet scholar 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 areas of strength. When WAVE Prep opened its doors in September 2012, only 10% of scholars were reading on or above grade level. By the end of the first year, 30% of scholars were reading on or above grade level. After the second year, 44% of scholars were reading on or above grade level. This year, after analyzing the 2014-15 end of year reading benchmark data, 57% of scholars are reading on or above grade level, with 73% of scholars making at least one year of growth. With a continued emphasis on teacher development, collaborative planning, and community involvement, this upward trend will continue.

One area of need, according to the Principal Performance Observation, was to build on the development of effective pedagogy to ensure that instructional strategies and activities maximize scholar engagement. By improving scholar engagement, academic growth will subsequently continue to improve.

Part 2 – Annual Goal

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

By June 2016, 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • 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 scholars 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, 	<p>Whole Staff, Families</p>	<p>August 2015-June 2016</p>	<p>Administrators, Instructional Coaches, Inquiry Team</p>
<ul style="list-style-type: none"> • 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. 	<p>Grade Teams</p>	<p>September 2015-June 2016</p>	<p>Administrators, Instructional Coaches and Grade Teams</p>
<ul style="list-style-type: none"> • 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. 	<p>Grade Leaders, Instructional Coaches, Administrators</p>	<p>September 2015-June 2016</p>	<p>Administrators, Instructional Coaches, Lead Teachers</p>

<p><u>Meeting the Needs of Diverse Learners:</u></p> <ul style="list-style-type: none"> • 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. 	<p>ELLs, SWDs, Advanced Learners</p>	<p>September 2015-June 2016</p>	<p>Principal, Instructional Coaches, ELL Providers, SWD Specialist, AIS provider, Educational Assistants</p>
--	--------------------------------------	---------------------------------	--

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • 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 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, 60% of scholars will demonstrate at least half a year’s growth as evidenced by Fountas and Pinnell reading assessments.

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

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

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

Part 1 – Needs Assessment

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

To maintain a positive school environment as indicated on the 2014-2015 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 2014-15 Quality Review, our area of need is to “establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. More specifically, the reviewer noted that while school leadership holds all stakeholders to high standards and provides supports to achieve those high expectations, some families and scholars were unable to clearly communicate these expectations. By encouraging families to actively participate in the planning and learning process and ensuring that transparency exists in the communication of all school policies related to high expectations for scholar learning, families will feel more positively towards the school and their children will continue to grow.

Part 2 – Annual Goal

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

The 2015-2016 Learning Environmental Survey (LES) will indicate positive feedback by the school community as measured by an average of at least 75% in 2 of the 3 categories of the LES.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Morning Assembly and Character Education :</u></p> <ul style="list-style-type: none"> • Scholars recite the school’s creed daily and participate in correlated activities and conversations about the core virtues of our school—Worldliness, Accountability, Virtuousness and Excellence. • WAVE Prep will engage families and support their understanding of a supportive environment in order to support their children at home by hosting 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. 	<p>All scholars, Families</p>	<p>September 2015-June 2016</p>	<p>Educators, Educational Assistants, Instructional Team</p> <p>Parent Coordinator, Administrators</p>
<p><u>School Wide Behavior Management Systems:</u></p> <ul style="list-style-type: none"> • Consistent behavior systems across the school set clear and high expectations for all scholars. • WAVE Prep will engage families and support their understanding of a supportive environment in order to support their children at home by sending home Daily Parent/Guardian Communication Reports to keep families informed on their children's behavior/effort/homework in order to better support their children at home. • WAVE Prep will engage families and support their understanding of a supportive environment in order to support their children at home by conducting Featured Scholar Assemblies, with family participation, to provide positive reinforcement and ongoing motivation for scholars to excel academically, socially and emotionally. 	<p>Scholars, Families</p>	<p>September 2015-June 2016</p>	<p>E ducators, Educational Assistants, Instructional Team, Administration</p>
<p><u>Newcomer English Language Learner Introductory Classes :</u></p> <ul style="list-style-type: none"> • Helps acclimate scholars new to the country through engaging approaches such as games, songs, and activities. 	<p>Newcomer ELLs (K-4)</p>	<p>September 2015-June 2016</p>	<p>ELL Teachers and Educational Assistants</p>

<p><u>Individual Goal Setting and Monitoring :</u></p> <ul style="list-style-type: none"> • 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. 	Scholars	September 2015-June 2016	Educators and Educational Assistants
--	----------	--------------------------	--------------------------------------

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Schoolwide 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 instruction • Differentiated instruction to meet the needs of all scholars 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, families will complete a school-developed survey that aligns to the 2015-2016 LES about the school culture. These results will show 60% of families will indicate positive feedback about the school community in 2 of the 3 categories of LES.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Feedback from the 2014-2015 Quality Review indicated that the school “engages in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.”

One area of need, according to the Principal Performance Observation, was to build on the development of effective pedagogy to ensure that instructional strategies and activities maximize scholar engagement. By improving scholar engagement, academic growth will subsequently continue to improve. WAVE Prep administrators also reviewed feedback from 2014-15 observations based on the Charlotte Danielson’s Framework for Teaching. The analysis of these evaluations indicated that a majority of teachers showed a need for improvement in engaging students in learning.

Part 2 – Annual Goal

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

By June 2016, professional learning opportunities will improve engagement in instruction 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Goal Setting :</u></p> <ul style="list-style-type: none"> • Educators reviewed feedback from their 2014-2015 observations and created personal goals for improvement during the 2015-2016 school year. During the Individual Planning Conferences, the principal and educators reviewed and revised their goals for the 2015-2016 school year as needed. A “Teacher Improvement Plan” was developed collaboratively for teachers who received an ineffective or developing rating. 	<p>All Educators</p>	<p>Beginning of the school year</p>	<p>Principal and Educators</p>
<p><u>Collaboration :</u></p> <ul style="list-style-type: none"> • 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. • Educators 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. • Strategies will be put in place to promote teacher-parent collaborations to improve scholar achievement such as: <p>*Daily Parent/Guardian Communication Reports sent home to provide a forum for parents and educators to</p>	<p>Educators, Educational Assistants, and Instructional Coaches, All scholars (SWDs and ELLs), Families</p>	<p>September 2015-June 2016</p>	<p>Principal, Educators, Educational Assistants, and Instructional Coaches</p>

<p>communicate on a daily basis regarding behavior, academic progress, and other pertinent topics</p> <p>*Use of Class Dojo to provide instant connection between school and home as parents can view when points are awarded or deducted based on behavior, review nightly homework assignments, and communicate with teachers through individual messaging</p> <p>*Interim progress reports distributed to families in addition to mandated report cards to keep parents abreast of scholar academic progress</p>			
<p><u>Instructional Supports:</u></p> <ul style="list-style-type: none"> • 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. 	<p>Instructional Coaches, Educational Assistants, and Educators</p>	<p>September 2015-June 2016</p>	<p>Principal, Educators, Educational Assistants, and Instructional Coaches</p>
<p><u>Professional Development :</u></p> <ul style="list-style-type: none"> • 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 schoolwide priorities are identified, all staff members attend professional development. 	<p>Instructional Coaches, Educational Assistants, Educators, All scholars (SWDs, ELLs, advanced)</p>	<p>September 2015-June 2016</p>	<p>Principal, Educators, Educational Assistants, and Instructional Coaches</p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

By February 2016, professional learning opportunities will improve engagement in learning 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

WAVE Prep has several strengths in the area of leadership. According to the 2014-2015 Principal Performance Observation, “The principal makes informed and effective organizational decisions to support improvements in learning in order to meet student learning needs.” The principal also, “communicates high expectations to all school constituencies and provides support to achieve those expectations leading to a positive tone and culture for learning across the school.” Additionally, “the comprehensive school curricula offers a wide range of opportunities for students to explore standards based learning experiences that support their academic progress.” Lastly, “the school has developed aligned assessment tools that accurately measure the effectiveness of curriculum and instructional decisions and the impact on student outcomes, leading to strategic adjustments to instruction school wide.”

The 2014-2015 Principal Performance Observation feedback revealed a need for school leadership to “build on the development of effective pedagogy to ensure that instructional strategies and activities maximize student engagement.”

Part 2 – Annual Goal

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

By June 2016, 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Formal and Informal Observations with Timely Feedback :</u></p> <ul style="list-style-type: none"> • Timely feedback will include areas of strength that highlight 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, ENL supports, SWD supports, modeled lessons, etc.). 	<p>Educators</p>	<p>September 2015-June 2016</p>	<p>Administrators</p>
<p><u>Meetings with School Leaders :</u></p> <ul style="list-style-type: none"> • During the Individual Planning Conference, educators meet with school leaders to develop yearly goals and/or Teacher Improvement Plans. • During Mid-year data talks, educators will meet with a 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 will meet to reflect on yearly goals and/or Teacher Improvement Plan. 	<p>Educators</p>	<p>September 2015-June 2016</p>	<p>Administrators</p>
<p><u>Ongoing Individualized Professional Development :</u></p> <ul style="list-style-type: none"> • The Schoolwide Inquiry Team meets to analyze grade specific ELA /Math performance tasks, in order to create vertical and horizontal alignment of schoolwide procedures, expectations, and teacher practice. • Based on this analysis and formal/informal teacher observations, schoolwide decisions related to individualized professional learning opportunities are established in order to further develop teacher practice that drives scholar achievement in ELA and Math. 	<p>Educators</p>	<p>September 2015-June 2016</p>	<p>Administrators, Instructional Coaches, ELL Specialist, SWD Specialist</p>

<p><u>Professional Learning Teams :</u></p> <ul style="list-style-type: none"> • Professional Learning Teams assess scholar work as related to grade specific Common Core aligned units of study. • Professional Learning Teams analyze scholar work to identify strategies that are effective and that will enhance scholar performance. • Professional Learning Teams meet to support the work in implementing, monitoring, evaluating, and revising Common Core aligned curriculum maps, unit plans, and learning tasks. 	Educators	September 2015-June 2016	Administrators, Instructional Coaches, ELL Specialist, SWD Specialist, Educators
<p><u>Parent Leadership :</u></p> <ul style="list-style-type: none"> • Monthly School Leadership Meetings provide an opportunity for school leaders to communicate and collaborate on collective school goals • Monthly Parent Association Meetings allow for families to play a key role in school improvement efforts • PA members will collaborate with the parent coordinator and Instructional Team to 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. 	Educators, Scholars, Families	September 2015-June 2016	Parent Association Members, Educators, Instructional Team Parent Coordinator, Administrators

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • 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, Schoolwide 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 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

--

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

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

Part 5 – Progress Monitoring

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

--

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

--

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>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.</p> <p>Grade/Scale Score or Performance Level:</p> <ul style="list-style-type: none"> • Grade K/1 or 2 • Grade 1/1 or 2 • Grade 2/1 or 2 • Grade 3/299 • Grade 4/296 	<p>- AIS providers use Foundations, and guided reading to support growth in literacy.</p> <p>- Read alouds and shared readings are used on a daily basis.</p> <p>-Strategies are developed to help tackle complex texts to improve reading abilities.</p> <p>-Fountas and Pinnell Leveled Literacy Intervention System used in small groups</p>	<p>AIS is delivered using a push-in and pull-out (during Guided Reading) model by AIS providers in small groups.</p>	<p>AIS will be provided during the school day (at least four to five times a week).</p>
Mathematics	<p>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.</p> <p>Grade/Scale Score or Performance Level:</p> <ul style="list-style-type: none"> • Grade K/1 or 2 • Grade 1/1 or 2 	<p>The GO MATH Program has a rigorous RTI component that is used daily by classroom teachers to provide academic intervention.</p>	<p>AIS by the classroom teacher and co-teachers provided in small groups on a daily basis.</p>	<p>AIS will be provided during the school day (at least four to five times a week).</p>

	<ul style="list-style-type: none"> • Grade 2/1 or 2 • Grade 3/293 • Grade 4/284 			
Science	<p>According to the Elementary School Academic Policy Guide those scholars that scored below A LEVEL 2 on the NYS Assessments will receive AIS services.</p>	<p>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.</p>	<p>AIS are delivered using a push-in and pull-out models to support small groups.</p>	<p>AIS will be provided during the school day (at least four to five times a week).</p>
Social Studies	<p>According to the Elementary School Academic Policy Guide those scholars that scored below a LEVEL 2 on the NYS Assessments will receive AIS services.</p>	<p>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</p>	<p>AIS services are delivered using a push-in and pull-out models to support small groups.</p>	<p>AIS will be provided during the school day (at least four to five times a week).</p>

		<p>conducting extensive research using nonfiction and narrative nonfiction 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</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Based on individualized scholars' needs as indicated by the family or school personnel.</p>	<p>Counseling from the school psychologist or full-time school counselor will be provided.</p>	<p>Small groups or individually based on need.</p>	<p>During the school day and after school on an as needed basis. Meetings are scheduled by school psychologist and school counselor.</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

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. Parent 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	270,763.00	X	5A, 5B, 5C, 5D
Title II, Part A	Federal	0		
Title III, Part A	Federal	12,128.00	X	5A
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,108,110.00	X	5A, 5B, 5C, 5D

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent

Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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: <u>WAVE Prep Elementary School</u>	DBN: <u>27Q362</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

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.

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 _____

Part D: Parental Engagement Activities

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 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) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____

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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 362
School Name WAVE Preparatory Elementary School		

B. Language Allocation Policy Team Composition

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

Principal Gemma Ferguson	Assistant Principal Emilia El Ammari
Coach Leonela Vargas	Coach Ana Rodriguez
ENL (English as a New Language)/Bilingual Teacher Ana Rodriguez/Leonela Vargas	School Counselor Julian Wells
Teacher/Subject Area Heather Carlino/IEP	Parent Jacinda Wolfhart
Teacher/Subject Area type here	Parent Coordinator Lisa Frasier
Related-Service Provider Karen Brown	Borough Field Support Center Staff Member Pierre Galvez
Superintendent Mary Barton	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	489	Total number of ELLs	139	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	20
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0				0
DL	0	0	0	0	0	0				0
ENL	96	0	15	12	0	5				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	31	26	21	21	17	14								0
Chinese														0
Russian														0
Bengali														0
Urdu	1													0
Arabic	2	1	1		1	1								0
Haitian		1		1										0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	17	1	3	1	2	6								0
Emerging (Low Intermediate)	5	2	0	3	1	2								0
Transitioning (High Intermediate)	6	3	2	3	1	0								0
Expanding (Advanced)	4	19	4	15	6	2								0
Commanding (Proficient)	2	3	13	1	8	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	3	13	1	8	4								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6	1	7						0
4	10	2	2	2					0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	6		4		5				0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools that our school uses to assess literacy skills are Fountas and Pinnell and teacher-created reading and writing assessments. These assessments reveal relevant information regarding ELLs' early literacy skills in areas such as concepts of print, decoding, fluency and comprehension. We also use results from Fountas and Pinnell benchmark assessments to provide additional AIS services for ELLs through targeted instruction in guided reading and writing groups. 2015-16 Fountas and Pinnell beginning of year (BOY) benchmark data indicates that 91% of kindergarten ELLs, 86% of first grade ELLs, 70% of second grade ELLs, 85% of third grade ELLs, 82% of fourth grade ELLs, and 90% of fifth grade ELLs are reading below or far below grade level standards. The Schoolwide Inquiry Team meets to analyze the data, focusing on subgroups such as ELLs. The ENL service providers then form strategic groups of students based on need in order to provide targeted, intensive intervention.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our data indicates that ELL students scored better on the Listening and Speaking parts of the NYSITELL and NYSESLAT assessments than on the Reading and Writing sections.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 As always, our instruction is data-driven. Our ENL teachers analyze the most current NYSESLAT data and design their units, lessons and learning targets on modalities which require the most support. In addition, ENL coordinators collaborate with classroom teachers to design lessons that will lead to rigorous instruction for ELLs while enhancing English language development. Data for ELL student's who were assessed with the NYSESLAT reveals that 29 students achieved a Commanding Proficiency Level, 46 students demonstrated a proficiency level of Expanding, and 9 students demonstrated a proficiency level of Transitioning. Our school uses information from various assessments to support ELL students with additional supports. The data reveals that most ELL students struggle with 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 intervention and scaffolding the writing process in order to increase proficiency in English Language Arts. Moreover, teachers at our school, including ENL teachers, receive ongoing professional development to help them scaffold instruction for ELLs while still teaching lessons based on the the CCLS.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 4.a. According to the 2015-16 beginning of the year Fountas and Pinnell data, 91% of kindergarten ELLs, 86% of first grade ELLs, 70% of second grade ELLs, 85% of third grade ELLs, 82% of fourth grade ELLs, and 90% of fifth grade ELLs are reading below or far below grade level standards. All reading and writing assessments other than the Spanish LAB are administered in English. ELLs have the option of taking mathematics and science assessments in their home language, however, the majority of our students opt to take these exams in English. As such, we do not have sufficient data to make an adequate comparison between tests taken in English and the home language.
- School leadership and teachers meet to analyze data from unit assessments, performance tasks and benchmark assessments, including Fountas and Pinnell, to evaluate the progress of ELLs and make any necessary adjustments to the school's instructional plan.
 - Periodic assessments provide insight into the needs and challenges of various groups of ELLs. More specifically, Fountas and Pinnell periodic assessments from the 2014-15 school year reveal that our ELLs with disabilities made less growth as compared to other ELLs and as a result will need further intervention services to support their needs.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Classroom teachers collect data and monitor ongoing progress using formative assessments, such as Fountas and Pinnell progress monitoring, unit assessments, and performance tasks, to identify at risk students. As with the rest of the school's population our ELL students are administered baseline assessments to determine whether they are a Tier 1, Tier 2, or Tier 3 RTI student. Teachers and ENL service coordinators then collaborate with instructional cabinet members to analyze data and determine which level of support is needed to ensure academic success for all scholars. Once a determination is made, the instructional plan is devised for each Tier and AIS recommendations are implemented. Additionally, a plan is also devised for our entering and emerging students using RTI. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. If the analysis of assessment data reveals that students are below or far below grade level standards, the students move into Tier 2 and Tier 3 in order to receive more targeted and intensive academic support, in addition to core instruction. This extra support occurs both in the classroom through push-in AIS services as well as in separate settings with instruction focused on specific learning targets. Assessment of progress monitoring within the RTI program consists of Teacher Teams looking at student work in order to recognize trends and gaps in learning and to modify the instruction to address those learning gaps. The formative assessments are in the forms of written assignments, teacher-student conferences, and oral presentations.
6. How do you make sure that a student's new language development is considered in instructional decisions? Educators are provided with the data from the NYSITELL or NYSESLAT 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:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Our school does not offer a dual language program at this time; therefore, we do not have this information.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We evaluate the success of our programs for ELLs on a continuous basis using interim assessments in reading, writing, and math as well as interim assessments created by the ENL teachers. 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. Formative data is collected by teachers on a daily basis to inform instruction and create groups to support struggling students, including ELLs with differentiated materials and scaffolding strategies. All assessments are aligned to the CCLS and monitor ELLs progress towards meeting these standards. 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 individual students or groups of students are not making significant progress, we evaluate their circumstances as well as our instructional programs for ELLs and make the necessary adjustments to better meet their needs.

Part IV: ELL Identification Process

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

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

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 ENL coordinators, Leonela Vargas, and Ana Rodriguez, all bilingual English/Spanish licensed pedagogues with certification in ENL. If families speak a language 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 ENL coordinator for both the parent and student. If any doubt about the student’s language proficiency in English remains after the interview, the NYSITELL is administered the same day by one of the ENL coordinators in a quiet setting. The Spanish LAB is subsequently administered for Spanish speaking ELLs. Additionally, if there is any doubt that a student has received two years or less of continuous schooling, the SIFE Oral Interview Questionnaire is administered. If it is determined that a student is in fact a SIFE, the LENS is administered by ENL teachers.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon completion of the Home Language Survey and informal interviews with parents and students, the NYSITELL is administered. If there are any indications within the ELL Identification Process that a student has interrupted schooling, ENL coordinators administer the SIFE Oral Interview Questionnaire. Additionally, student work is analyzed. If it is determined that a student has had interrupted education, the LENS is administered. ENL coordinators work with classroom teachers to analyze student data from the LENS assessment to create a plan for intervention services.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If upon registration a student is deemed to have a home language other than English as indicated in the Home Language Survey and has an IEP, the Language Proficiency Team assembles. The Language Proficiency Team (LPT) consist of one school administrator, three certified ENL teachers, one Special Education coordinator, one AIS provider, and the student’s parent or legal guardian. If interpretation is needed a qualified interpreter or translator is also present in the LPT meeting. The LPT reviews the student’s IEP and student work is examined to determine English language development. Based on student work and IEP information provided by the Special Education Coordinator, the LPT recommends whether or not the student should be administered the NYSITELL. Once the recommendation has been given, the principal has the final say as to whether or not the student should be tested. If the principal agrees that the student may be an ELL, a licensed ENL teacher administers the NYSITELL. In the event, that the principal accepts the LPT’s recommendation to not administer the NYSITELL, the principal sends the recommendation to the superintendent or her designee for final approval and must notify the parent within 3 school days. The superintendent or designee has 10 school days to accept or reject the LPT’s recommendation. If the superintendent or designee determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and notify the parent or guardian. Lastly, the Language Proficiency Team NYSITELL Determination form is completed and placed in the student’s cumulative folder.

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

The RLAT and R-MNR are both examined to determine entitlement for ELL services within five days of administering the NYSESLAT. Entitlement letters in the appropriate languages are distributed by Leonela Vargas and Ana Rodriguez, the ESL coordinators. Copies of these letters are kept in the ELL binder. Continued Entitlement letters are copied and then distributed to eligible students based on their NYSESLAT scores from the previous school year. Copies of the Entitlement Letters are kept in the ENL binder. If Parent Survey and Program Selection forms are not completed at the orientation workshop, ENL 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.

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

After entitlement letters are given to parents they are made aware by ENL coordinators, Leonela Vargas and Ana Rodriguez, that they have the right to appeal the identification decision if they believe that their child has been misidentified as an ELL or non-ELL. They are informed by the ENL coordinators that in order for their child to be re-identified they must submit a written request. Requests from the student’s teacher are also considered as long as parents consent. Once written requests are received the re-identification process begins within ten school calendar days. All ELL related documents, including such requests, are kept in the student’s cumulative record. In addition, we maintain an ELL binder which contains all ENL related documents.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Parents of students who are identified as ELLs are invited to an orientation workshop in August and September. ENL teachers, Parent Coordinator, and the school's family worker make outreach to parents through letters, over the phone, and in person so that they are informed about the meeting. During the Parent Orientation Meeting, parent attendance records, staff members present, and languages used are recorded using our existing procedures of sign in sheets. At the orientation, parents are introduced to the three program choices through the "Orientation Video for Parents of English Language Learners." Following the video, ENL coordinators host a question and answer session in English and Spanish. If ENL coordinators are unable to communicate with parents due to language barriers, the Department of Education's over-the-phone interpretation service is used. During the meeting, parents are given additional information about the school's standards, curriculum, and assessments as well as expectations for ELLs and program goals. 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 ENL 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 the orientation workshops, the ENL coordinators make outreach with the support of the parent coordinator or family worker. Every effort is made to inform parents of the program choices and have the selection form completed within the five days after the orientation meeting. In the event that a TBE/DL program does become available parents who previously chose such programs are informed by ENL coordinators.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- If Parent Survey and Program Selection forms are not completed at the orientation workshop, ENL coordinators make outreach to the students' parents to make sure the forms are returned. If necessary, the Parent Coordinator, Family Worker, and the student's classroom teacher get involved in order for forms to be returned in a timely manner. Through the creation of a school created spreadsheet, ENL teachers monitor Program Selection forms that have been returned and which programs have been chosen by parents. Additionally, ENL coordinators monitor parent program choice by reading ELPC reports on ATS. The school analyzes data from the ELPC reports on a monthly basis in order to determine the number of parents that have a program choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ENL coordinators monitor Parent Survey and Program Selection forms through a school created spreadsheet. If outreach has been made and the Parent Selection form has not been returned, the student is placed in an ENL program. The student is counted toward the minimal thresholds for the opening of a bilingual program as established by NYSED CR Part 154, as amended by the Aspira Consent Decree. The school documents all attempts to gather the Parent Selection Form through our school created Parent Communication Logs.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement notification letters in the appropriate languages are distributed by the ENL coordinators. Copies of these letters are kept in the student's cumulative folder and ESL binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL related documentation are kept and maintained in the student's cumulative folder. Additionally, ENL coordinator Leonela Vargas maintains an ENL binder where copies of ELL documentations are kept such as the Home Language Survey, Parent Choice, Entitlement Letter, Placement Letters, and Continued Service Letters.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- To ensure that our school administers all parts of the NYSESLAT the ENL coordinator prints out the RLER and report from ATS for a list of NYSESLAT eligible students. Students eligible to take the NYSESLAT are administered each of the components of the NYSESLAT. The speaking section is administered by the ENL coordinators to students individually. Sessions one, two, and three are administered by the ENL coordinators on separate but consecutive days. Absentees are administered the NYSESLAT upon their return to school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- After the NYSESLAT is administered the ENL coordinators analyzes student data from RLAT reports to determine the proficiency levels of students and their continued ELL status. Continued Entitlement letters and transitional support parent notifications letters are sent home with the student. Letters are sent before September 15 of the school year in which the student is entitled. All letters are sent in the preferred language of the parent. A copy of these letters are kept in the student's cumulative folder and in the school's ELL binder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will

you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parent Selection forms are carefully examined. Data from Parent Choice survey is put into a spreadsheet created by ENL coordinators Leonela Vargas and Ana Rodriguez. Trends in parent choice are looked at very carefully. As indicated in our data, our program is aligned with parent requests. During the schools year 2012-2013 and 2013-2014, 100% of parents have requested ENL as a means of servicing their children. During the 2014-2015 school year, 98% of parents selected ENL. For the 2015-2016 school year 97% of parents selected ENL. As the vast majority of parents have selected ENL over the past four years as their preferred program model our program offerings are aligned with parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - a. In integrated ENL classroom teachers collaborate with ENL teachers to implement various co-teaching models to make the content accessible to ELLs. We have a push-in/pull out ENL model in our school. Our ENL coordinators analyze the results of the NYSESLAT and NYSITELL to determine the proficiency levels of each ELL student. Groups are created based on the language proficiency level and/or grade level of students. All entering and emerging ELL students receive 360 minutes per week of ENL instruction. All transitioning and expanding ELL students receive 180 minutes of ENL instruction per week. Commanding ELL students receive 90 minutes of ENL instruction per week. During intergrated services, all ELL students receive rigorous instruction in order to meet grade level standards. Additionally, students are supported through co-teaching and small group instruction. During standalone instruction homogeneous groups of ELL students receive instruction in order to support English language development in order to acquire the English language needed for success in core content courses.
 - b. TBE program. *If applicable.*
At this time our school does not have a TBE program.
 - c. DL program. *If applicable.*
At this time our school does not have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ENL service coordinators 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. A combination of self-contained ELL classes, push-in services, and pull out instruction are used to support ELLs. About a month into the school year ENL service providers meet with classroom teachers to coordinate a schedule that better meets the needs of students and educators alike. ENL 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 periods some ELLs are interclassred to provide more support. ENL service providers also pull entering and emergining ELLs from various classes in sequential grade bands to provide additional services. The school also strives to hire classroom teachers with ENL certification whenever possible to provide additional support and scaffolding within the classroom.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In order to make content comprehensible for ELLs and foster language development, educators work with ENL coordinators, Leonela Vargas and Ana Rodriguez, during professional learning team meetings to develop language objectives for each lesson that support the Common Core based content objectives being taught. All core content is delivered through co-teaching models. 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 are trained to use

cognates to help support ELLs with vocabulary development and comprehension in the classroom. ELL students 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 home 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 NYSITELL.

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

Various models of assessment are used to evaluate ELLs in all four modalities of English acquisition. Classroom teachers and ENL coordinators maintain informal conference notes during all instructional periods. Educators are encouraged to take notes on students' abilities to participate in conversation, follow oral directions as well as during reading and writing instruction. In addition to conference notes, ELLs are evaluated in reading through running records, in writing through the evaluation of performance tasks and published pieces, and in speaking and listening through oral conversations about texts using Fountas and Pinnell.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. A similar model is used with SIFE students as is used for beginner/entering ELL, with additional supports and scaffolds provided. SIFE students receive additional small group instruction and intervention services that include a modified version of Foundations to provide basic foundational literacy skills. ENL teachers provide these students with targeted instruction geared at building on whatever prior knowledge they may come with, academic or cultural. When possible, ENL teachers use students' home language to support their acquisition of English. In addition, these students are encouraged to participate in intervention programs provided before and/or after school as well as during summer school.

b. A similar model is used with Newcomer ELL students as is used for beginner/entering ELLs, with additional supports and scaffolds provided. Newcomer ELLs participate in a "Lunch and Learn" twice a week in which they meet with an ENL teacher and English speaking students to participate in games and fun activities that promote social language development and help acclimate them to the school environment. They are also encouraged to participate in intervention programs provided before and/or after school.

c. ENL coordinators and classroom teachers review benchmark assessment data and past NYSESLAT results to evaluate each student's academic progress. If a particular student is not making adequate progress, ENL coordinators and classroom teachers work together to determine what other factors may be affecting the child. 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.

e. Former ELLs continue to receive support along with advanced ELLs as long as needed. They continue to receive testing accommodations for two years after scoring proficient on the NYSESLAT. Educators are made aware of the former ELLs in their classrooms and are supported in using scaffolding strategies to make learning more accessible for them.

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

In order to ensure that a student's re-identification process has not adversely affected a student's academic progress the principal reviews the re-identification decision after six months of the superintendent's notification to the principal. The principal holds a meeting with the classroom teacher, ENL teachers, parent/legal guardian, and Special Education coordinator if applicable. Classroom observations and student work are analyzed. If the principal determines that the student may have been adversely affected by the re-identification determination, the principal provides additional targeted support or may recommend to reverse the determination within a six to twelve month period. The principal consults with the superintendent or his/her designee. All final decisions are made in writing to parents or legal guardians in their preferred language within ten calendar days of the decision.

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

Chart

Teachers use a variety of instructional strategies and grade-level materials to support ELL students in the classroom. ENL teachers use the common core aligned program Cornerstone which accelerates English language development. The Cornerstone program integrates four modalities of speaking, listening, reading, and writing. Cornerstone is designed by grade level and therefore age appropriate. Additionally, teachers front load important vocabulary by introducing words with visuals and total physical response prior to starting a new unit or text. They also utilize instructional techniques such as 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 ENL 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 Entering and Emerging proficiency level, instruction focuses on Basic Interpersonal Communication Skills (BICS). The focus shifts to Cognitive Academic Language Proficiency (CALP) as students reach the Transitioning and Commanding proficiency level of language development. Technology is also used to support ELLs through the use of SMART BOARDS, laptops, computers, and ipads to provide ELL students with access to programs that support language development, and integrate content. ELLs with disabilities are provided differentiated reading instruction using the Fountas and Pinnell Leveled Literacy Intervention program. Additionally, ELL-SWDs whose IEP mandates ENL instruction are serviced just as other ELLs through integrated and stand alone services by the ENL coordinators Leonela Vargas and Ana Rodriguez. If the parents of ELL-SWDs whose IEP mandates bilingual instruction choose to remain in our school, a bilingual one-on-one paraprofessional is provided to help support their language needs in the special education setting listed in their IEP.

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

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

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

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

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

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



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

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

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

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

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

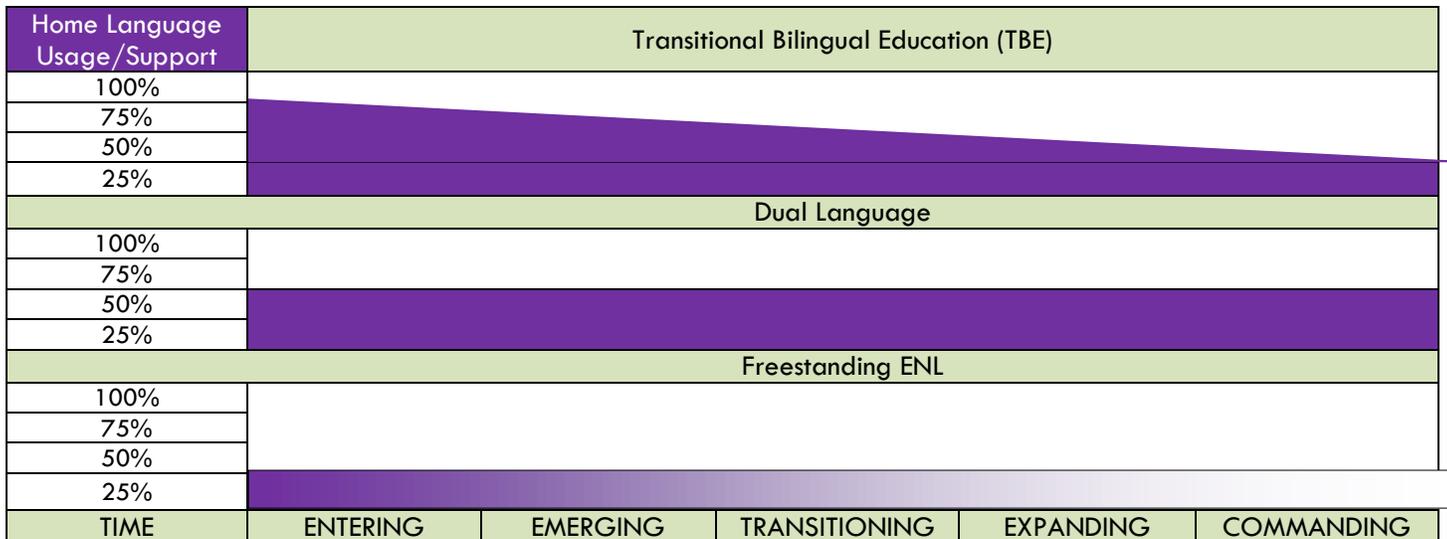


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Baseline, formative, and summative assessments are used to group ELL students according to their learning needs across all subject areas. ENL coordinators work in collaboration with classroom teachers to provide differentiated instruction and targeted small group instruction during the school day as well as before and after school. While all instruction is provided in English, bilingual ENL providers may use students' home language to provide support when appropriate. Spanish is also provided to all students as an elective. In addition, during planning sessions ENL coordinators meet with classroom teachers to discuss different strategies that will support the progress of ELL students in their classes. Social studies and science are taught in cross-curricular units with ELA and at times math. ENL 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. Educators also use flexible grouping and paired or small group reading or math activities to help support ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on an analysis of reading, writing and math benchmark data as well as the NYSESLAT, the majority of ELLs have show significant growth; however, most are still below or far below grade level standards. Therefore, our current program is effective, but more supports are needed in order to further develop ELLs language and content knowledge.
12. 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 a before and/or after school program and additional intervention during the school day. We are also striving to hire highly qualified teachers with dual certification in elementary education and ENL to teach self-contained ENL classes on each grade.
13. What programs/services for ELLs will be discontinued and why?
Currently we do not have any programs/services that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs by ensuring that information is always provided in students' home language. ELLs receive daily guided reading support and ENL services. They also receive targeted small group instruction before and/or after school. ELLs are also encouraged to participate in enrichment programs such as Disney Musicals in Schools, swim lessons, and Art Club.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
A variety of instructional materials are used to support the learning of ELLs. All classrooms are equipped with SMARTBOARD technology, which allows interactive learning to take place. Additionally, every grade has access to iPads and laptops which allow teachers to differentiate instruction in an engaging way to meet the needs of all learners. The school also purchased Pearson's Cornerstone English Learning System and Newcomer Program which are used by ENL service providers to further support the needs of ELLs. Audio books, picture libraries, and manipulatives are made readily available to provide scaffolding and support for ELLs when needed. Differentiated texts are used for guided reading and content instruction. Go Math ELL supports, manipulatives, and home language resources are used to support ELLs Mathematics needs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Currently, our school only has an ENL program. Students have access to native language support in the form of books, bilingual dictionaries, and bilingual teachers and language paraprofessionals. We also offer Spanish to all students as an elective. At this time, we do not have a TBE or Dual Language program at our school.
17. Explain how the school ensures all required services/resources support and 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 meeting the needs as outlined by data.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All 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 ENL coordinators.
19. What language electives are offered to ELLs?
Spanish is offered as an elective to all of our students.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

In August, teachers will receive professional development led by the ENL coordinators and coaches to support them in differentiating instruction aligned to the curriculum to meet the needs of all learners, including ELLs. Educators will also receive training on utilizing Thinking Maps in their classrooms, a crucial scaffolding tool that supports learning for ELLs by providing them with a visual representation of ideas and concepts. In September, instructional coaches and ENL coordinators will provide targeted 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 the beginning of the school year, professional learning teams will look 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 addition, all staff members will attend a mandatory professional development intended to help educators understand the language development stages that ELLs go through and how to support ELLs at the different proficiency levels. Educators will be exposed to various strategies for scaffolding and differentiating instruction to make content comprehensible for ELLs. They will also be introduced to the SIOP model and practice creating language objectives for current units of study. In addition to the numerous opportunities for professional development offered school-wide, each grade team will meet weekly for two periods with a coach and ENL coordinator to analyze data and plan future instruction, paying special attention to meeting the needs of subgroups including ELLs. The ENL coordinators will also be available to meet with educators before and after school to provide additional guidance in supporting ELLs in the mainstream classroom. The ENL coordinators will attend staff development along with other coaches and colleagues to stay current with the shifts and changes of the DOE. They will also attend ENL professional development meetings provided by the DOE and, when applicable, share their learning by turn-keying information to their colleagues. The ENL coordinators will be responsible for providing additional support to teachers of ELLs in language acquisition approaches, strategies for differentiating and scaffolding instruction, and questioning techniques. ENL teachers will also participate in a book study focused on best practices for supporting ELLs. Other personnel, such as paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, secretaries, and parent coordinators are invited to attend all school wide professional development and are provided direct support by ENL coordinators whenever needed.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ENL coordinators, Ms. Vargas and Mrs. Rodriguez, attend monthly professional development sessions provided by the Queens South BFSC. Some of the professional development sessions that our ENL coordinators attend include, analyzing data to further assist ELL's at various levels, using RTI to support struggling ELLs, implementing the Common Core Standards in the ENL classroom, preparing students for the newly aligned NYSESLAT, developing questioning and discussion techniques suited for ELLs, and the use of Depth of Knowledge. In addition, Ms. Vargas and Mrs. Rodriguez actively participate in Professional Learning Teams which meet at least twice per week during which various professional activities are planned and executed. Teachers receive support in order to implement strategies to make content accessible to all ELL learners by discussing scaffolds, entry points, differentiation and modifications.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To support our staff in assisting our ELLs in transitioning from elementary to middle school we offer professional development on the academic, social, and emotional growth differences between elementary and middle school students, as well as on ways to develop independency and responsibility in preparation for middle school. Our advisory program benefits our students as well as our staff in learning and sharing about the challenges facing students in and outside of school at the middle school age level. Professional Development on the Common Core Learning Standards also prepares our staff to best prepare our students for the transition to the next grade level. Additionally, ENL coordinators collaborate with teachers in order to analyze data using school wide assessments in order to identify ELLs in need of RTI so that they can achieve the Common Core Learning Standards and be prepared for middle school. Our school's guidance counselor will attend Professional Development sessions which will target ELLs transitioning to middle school and how to meet emotionally meet the needs of our transitioning students. In addition, our school will create a partnership with a local middle school to assist ELL students with the transition into middle school. Through this partnership our ELL students will have opportunities to visit the school and meet with middle school teachers and guidance counselors in order to understand expectations, lessen concerns, and build the confidence of our ELL students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school plans on meeting the mandated professional development hours through by providing in-house and external opportunities. The school will take advantage of the professional development time provided on Monday afternoons by offering workshops that focus on meeting the needs of ELLs by using strategies to make content comprehensible. Teachers will also receive training on best practices

for co-teaching with an ENL teacher and integrating language and content instruction. Additionally, teachers will engage in targeted professional development during professional learning team meetings led by instructional coaches and ENL coordinators. Such PD's include, Expeditionary Learning, differentiation strategies, Depth of Knowledge, Questioning skills with special focus of component 3b in Danielson, UBD, and strategies to help ELLs achieve the Common Core Learning Standards. Records of trainings are maintained in the school's Professional Development Binder.

C. Parental Involvement

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

In order to provide ELL parents with annual individual meetings, ENL coordinators Ms. Vargas and Ms. Rodriguez along with the Parent Coordinator make outreach in person, by phone, and through written correspondence. Individual meetings are set up during school hours, before and after school, and Tuesday afternoons during scheduled Parent Engagement time. Every attempt is made to accommodate parents in meeting at a time that is most convenient for them. Meetings are conducted in the parent's preferred language. Every attempt is made to have translation services available we have numerous staff members that speak languages other than English which can be utilized for translation services. If families speak a language other than the languages readily available to be translated then the school uses the Department of Education over-the-phone interpretation service is used. All attendance records are maintained in the Parent Communication binders.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our school offers a wide range of opportunities for parent engagement. (PTA), "Meet the Teacher Night", Parent-Conferences, liaison with our Parent Coordinator, school trips and family activities and monthly parent information sessions. Our DOE Web Site supports our high level of parent involvement. Annual Learning Environment Survey data confirms that our parents are actively involved in all aspects of our school community. Parents and guardians of ELLs are involved in the above and an annual ELL Parent Outreach and Information session which is held in the fall of each year. Due to the importance of parent involvement, the Principal and Assistant Principals take an active role in planning and conducting activities. All parents, including those of our ELL population are invited to participate in all of our school activities such as "Dads Bring Your Child Breakfast", "Monthly Academic and Behavioral Awards Ceremonies", "End of The Year Awards

Parents are 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 the home language as well. Parents 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 also have an open-door policy at our school and invite parents to visit classrooms to observe instructional best practices that may be used to support their children at home. In addition, parents volunteer their time to help with trips, classroom projects, and special events. Opportunities for parent engagement include "Meet the Teacher Night", "Dads Bring Your Child to School", "Parent Teacher Conferences", "Academic and Behavioral Awards Ceremonies", "End of The Year Merit Awards", "Dance Festival", Parent Association (PA) meetings, School Leadership Team meetings, and parent workshops. Furthermore, our school has an open door policy in which parents can come and observe classroom instruction and receive strategies to help their child at home. Our school Parent Coordinator is the direct liaison between parents and the school in order to make parents aware of all opportunities for parent engagement. Our Principal arranges for translation services to be available on days such as "Meet the Teacher Night" and "Parent-Teacher conference" afternoon and night by various staff members. In the event that staff members are unable to communicate with parents, the Department of Education's over-the-phone translation services are used. While we do have several partnerships with agencies and Community Based Organizations to support our overall school community and student achievement efforts, we do not currently have any such partnerships specifically devoted to providing workshops or services to ELL parents. We build strong partnerships and open lines of communication and mutual respect and trust with our parents and actively seek their input on school matters through the SLT and the PA to evaluate all parent needs. We conduct informal surveys during the year and we also analyze the results of our Annual Learning Environment Survey to determine the needs of the parents. After analyzing various parent inputs, we modify our methods and plans as needed. Each of our parental involvement activities is a result of what we determine are the wants and needs of our parent community. Therefore, the activities are designed with the assistance of the PA and School Leadership Team to meet those wants and needs. Our informational sessions always include a question and answer session and we elicit feedback via e-mail or telephone throughout the school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school will partner with Sports and Arts in Schools Foundations, a community based after school program, to provide workshops in relation to community needs and topics of interest for ELL parents.
5. How do you evaluate the needs of the parents?

ENL coordinators, Leonela Vargas, Ana Rodriguez, and Emilia El Ammari, along with the Parent Coordinator, provide parents with surveys during Parent Association meetings. The Parent Coordinator works along side ENL coordinators to make an inventory of topics of interest for parents. Based on survey feedback, workshops are conducted in English and in parents' home languages during morning and evening sessions. If staff cannot translate ENL coordinators use over-the phone interpretation services provided by the DOE.

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

Activities throughout the year are aligned to topics of interest and need based on parent surveys and the opinion of the principal, instructional coaches, ENL coordinators and staff. Classroom teachers are asked to put on parent workshops throughout the year to allow parents to see first hand how trained educators interact with 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 home language with their children and ask the same types of questions.

D. Additional Information

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

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

Paste response here:

School Name: W.A.V.E. Prep

School DBN: 27Q362

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gemma Ferguson	Principal		1/1/01
Maria Vasquez	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Leonela Vargas	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Julian Wells	School Counselor		1/1/01
Mary Barton	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: #INGEST ERROR!

School Name: **WAVE Preparatory Elementary School**
Superintendent: **Mary Barton**

Before you begin, please check the following:

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

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

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

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

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

The data and methodologies used to assess our school's written translation and oral interpretation needs begin with ATS reports such as the RHLA (disaggregated home language report) and RCPL identifying written and oral languages spoken at home. In addition, we distribute the Preferred Language Form provided by the Department of Education three times per year to all parents. Their language preferences are documented on a spreadsheet that is updated periodically. When we have new students admitted to our school, the parents are provided with the 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred languages for both written and oral communication are as follows: English, Spanish, Arabic

Part B: Creating a Communications Calendar

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

The school provides several documents throughout the school year that require translation. These documents are as follows:

Scholar /Parent handbook (September), welcome back letters/supply list (June/September), Parental support packets/notices (throughout the school year), school calendar(monthly), Daily Progress Reports (daily throughout the school year), Interim Progress Reports (October, January, May), letters from school leadership (throughout the school year), and school events notices/reminders (throughout the school year).

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

The formal face-to face meetings that our school will have with parents throughout the school year are as follows: ELL Parent Orientation Meeting (ongoing throughout the school year), Meet the Teacher (September), parent-teacher conferences(November, March, and May), individual ELL parent meetings (ongoing throughout the school year), individual per request meetings with parents (ongoing throughout the school year), IEP meetings (ongoing throughout the school year).

Informal interactions occur on a daily basis during dismissal and via the phone between educators and parents.

Part C: Providing Language Assistance Services

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

The school uses translated notices/documents provided by the Department of Education under family resources. When a translated letter is not provided or the school needs a notice translated immediately, bilingual school staff members translate the materials.

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

We have multiple Spanish language interpreters identified within the school building that provide interpretation during meetings and events. When interpretation is needed for a language other than Spanish, the DOE's over-the-phone interpretation services are utilized.

Part D: Training Staff on Policies and Procedures

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

The school's LAC coordinator works closely with staff members to communicate the services provided by the Department of Education's Translation and Interpretation Unit. During staff meetings the LAC coordinator distributes materials such as Language Palm Cards and Translation and Interpretation brochures to make all staff members aware of interpretation services. The LAC coordinator also displays posters and notices around the building for teachers to access.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Chancellor's 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.

Part F: Monitoring and Quality Control

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

The school will gather feedback about the quality and availability of services through school-created parent surveys. These surveys will be distributed during school-wide meetings such as meet the teacher and parent teacher conferences.