



# **WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 06M348**  
**ADDRESS: 511 WEST 182<sup>ND</sup> STREET / NY, NY / 10033**  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 348 SCHOOL NAME: WASHINGTON HEIGHTS  
EXPEDITIONARY LEARNING  
SCHOOL

SCHOOL ADDRESS: 511 WEST 182<sup>ND</sup> STREET / NY, NY / 10033

SCHOOL TELEPHONE: 212.781.0524 FAX: 212.781.0742

SCHOOL CONTACT PERSON: BRETT KIMMEL EMAIL ADDRESS: BKIMMEL@SCH  
OOLS.NYC.GOV

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>KERRY MACNEIL</u>
PRINCIPAL:	<u>BRETT KIMMEL</u>
UFT CHAPTER LEADER:	<u>ANN GLYNN</u>
PARENTS' ASSOCIATION PRESIDENT:	<u></u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>BRENDIS GONZALEZ</u>

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 06 CHILDREN FIRST NETWORK (CFN): 12

NETWORK LEADER: EMILY SHARROCK

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
BRETT KIMMEL	*Principal or Designee	
ANN GLYNN	*UFT Chapter Chairperson or Designee	
JOSELIN MUNOZ	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
BRENDIS GONZALEZ ARIEL PIMENTEL	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
MEG RIORIDAN	CBO Representative, if applicable	
MERCEDES LIRIANO CLARK	Member/ PTA SECRETARY	
BELKIS DE LA CRUZ	Member/ PTA TREASURER	
KERRY MACNEIL	Member/ TEACHER	
NATHAN WARNER	Member/ TEACHER	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Washington Heights Expeditionary Learning School (WHEELS), a sixth through twelfth grade Expeditionary Learning public school in New York City, is a safe, secure and nurturing environment for adolescents, a place where high expectations, excellent academic practices and highly-qualified faculty provide differentiated instruction to every learner. Our school community provides each student with the academic rigor and preparation necessary to attend college and to practice the skills necessary for effective participation in our democratic society. Further, through a unique work study internship program involving partnerships with businesses representing New York City's diversity of professions, high school students complete a series of internships during their four-year high school career.

WHEELS partners with Expeditionary Learning (EL) and the NYC Outward Bound Center, building on the Center's eighteen years of experience working with new and existing schools in New York City, and on EL's more than a dozen years track record of fostering excellence in schools. EL provides extensive professional development to teachers, incorporating powerful instructional strategies and practices to teach the various academic subjects through a challenging set of connected, real-world projects called learning expeditions.

Family involvement is paramount at WHEELS. From the outset, students' families have joined the WHEELS family to ensure that all academic and social goals are met. Families are involved, especially, in the college planning process, by attending early-college awareness workshops and college field trips with their children.



## SECTION III – Cont'd

### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Washington Heights Expeditionary Learning School								
<b>District:</b>		6	<b>DBN:</b>	06M348	<b>School BEDS Code:</b>	310600011348				
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7	√	11			
	K		4		8	√	12			
	1		5		9	√	Ungraded			
	2		6	√	10	√				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		93.8	93.8/ 94.	TBD			
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment :</b>						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		97.8	98.2	TBD			
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment :</b>						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		87.0	95.7	90.6			
Grade 6	71	84	84	<b>Students in Temporary Housing - Total Number :</b>						
Grade 7	88	77	89	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	76	90	81		4	8	TBD			
Grade 9	0	80	90	<b>Recent Immigrants - Total Number :</b>						
Grade 10	0	0	83	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		11	13	0			
Grade 12	0	0	0	<b>Special Education Enrollment:</b>						
Ungraded	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Total	235	331	427							
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	8	TBD			
# in Collaborative Team Teaching (CTT) Classes	9	32	50	Superintendent Suspensions	5	5	TBD			
Number all others	13	17	26	<b>Special High School Programs - Total Number:</b>						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	0	0	0		
(BESIS Survey)	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0			
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	20	28	TBD			
# receiving ESL services only	57	84	102							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	12	42	Number of Administrators and Other Professionals	3	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	1	1	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	0.0	25.0	TBD
				% more than 5 years teaching anywhere	30.0	35.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	65.0	75.0	TBD
American Indian or Alaska Native	0.4	0.3	0.2		89.7	94.9	TBD
Black or African American	1.3	1.5	2.1				
Hispanic or Latino	98.3	97.6	97.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0				
White	0.0	0.6	0.2				
<b>Male</b>	54.0	55.0	54.8				
<b>Female</b>	46.0	45.0	45.2				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>				<b>Category</b>		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A/NR			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	93.7/NR			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	12.8/NR			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	25.0/NR			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	49.9/NR						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6.0/ 6.0						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **Student Performance Trends:**

- In English Language Arts (ELA), student performance has improved from 43.3% proficiency in 2007 to 46.8% in 2008 to 68.7% in 2009 to **[fill in actual]**% in 2010.
- In mathematics, student performance has ranged from 64.7% proficiency in 2007 to 63.5% in 2008 to 79.2% in 2009 to **[fill in actual]**% in 2010.
- According to the New York City Department of Education Progress Report WHEELS received an "A" grade, an overall score of 93.7 and ranked in the 85<sup>th</sup> percentile for middle schools in 2009. In 2010, **[fill in actual]**.

### **What have been the greatest accomplishments over the last couple of years?**

WHEELS has had a particularly strong start for a new school. As observed by Julian Cohen, Director of New School Development for the NYC Department of Education, "In every classroom I visited students were actively engaged and focused, and there was a consistent structure to every lesson in every classroom.... All of what I saw indicated to me that this school had started on a very strong footing and was integrating the learning experience for students in a deliberate manner that I don't typically see in a new school." Among WHEELS' most notable accomplishments are:

- As measured by the New York City Department of Education **Progress Report**, WHEELS received an overall score of "A."
- In 2008, the school received a highly favorable **Quality Review** from the Department of Education, receiving an overall rating of "well-developed." In 2007, the school received "proficient with some areas well-developed" (the highest rating possible for a first year school).
- **Attendance** is high, with an average daily attendance rate of 94% comparing favorably to a citywide average of 89%.
- Levels of **Parent Involvement & Engagement** are high. There is 100% participation by parents/families in the school's Student-Led Conferences during which students share their work and discuss their progress against established learning targets.
- The **Teacher Retention** rate is also high, at over 90% since the school opened.

- **Student Satisfaction**, as measured by surveys, was also extremely high. 98% of students said they are encouraged to achieve to the best of their ability; 97% of the students reported that they are really interested in their classes; 96% reported that they can get the help they need; 94% said they are learning a lot; 92% feel safe at school; and 90% felt they can easily talk to their teachers/other adults at the school if they need.
- A strong emphasis is placed on **Teacher Professional Development**. All new teachers take part in five weeks of professional development during the summer and then participate in ongoing school-year professional development activities, including weekly grade-level/departmental/whole-school targeted sessions.
- Consistent **Curriculum & Instructional Practices** were established that reflected key elements of the Expeditionary Learning design.
- In 2008-2009, the school launched its high school **internship program** for all eighty of its high school students and doubled the size of the program in 2009-2010.

**What are the most significant aids or barriers to the school’s continuous improvement?**

Significant aids to our school’s success include our support staff and school structures that allow teachers meeting time with each other. Barriers to success include the feeling that we can always use more time to meet with each other and more time in class with our students.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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The staff at WHEELS has selected targets from three Expeditionary learning Outward Bound core practice marks to focus on in the third year of implementing the Expeditionary Learning model. Keeping in mind the importance of having realistic, achievable goals, the staff plans to master a few targets and “institutionalize” them as part of the school culture.

The three broad areas of focus are:

- **Learning Expeditions**

Building on the work of the past two years, WHEELS will continue to implement the ELS curricular structure of Learning Expeditions, in-depth investigations, and learning experiences

- **Active Pedagogy**

Active Pedagogy simply means that teaching and learning should be active and engaging. Effective instructional practices incorporate ongoing assessment that informs teachers' practice. Building on the work of the previous year, WHEELS' will emphasize the following:

- use of Assessment, formative and summative, as well as standards-based grading and reporting

- **Culture and Character & School Structures**

A school culture is developed and sustained through practices that bring the community together, promotes shared understandings, and encourages all community members to become crew, not passengers. To that end, WHEELS will focus on the following:

- Implementation of a structured Crew ‘curriculum’ to ensure consonance across grade levels
- Implementation of three highly effective student led conferences, the last of which will be shared with the ELS community through a site seminar
- Professional development structures – team / department level – meetings, peer-observations, and a calendar providing for targeted PD time

1. **Professional Development: 100% of faculty will receive professional development on connecting daily instruction, long-term plans and assessment to student performance and progress.**
2. **WHEELS will be a safe, secure and nurturing environment for adolescents. This means WHEELS will focus specifically on its “Ways to Be”: be respectful, be open-minded, be prepared, be prompt, be responsible, be present.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The three broad areas of focus are:</p> <ul style="list-style-type: none"> <li>• <b>Learning Expeditions</b> Building on the work of the past two years, WHEELS will continue to implement the ELS curricular structure of Learning Expeditions, in-depth investigations, and learning experiences</li>   <li>• <b>Active Pedagogy</b> Active Pedagogy simply means that teaching and learning should be active and engaging. Effective instructional practices incorporate ongoing assessment that informs teachers’ practice. Building on the work of the previous year, WHEELS’ will emphasize the following:             <ul style="list-style-type: none"> <li>▪ use of Assessment, formative and summative, as well as standards-based grading and reporting</li> </ul> </li>   <li>• <b>Culture and Character &amp; School Structures</b> A school culture is developed and sustained through practices that bring the community together, promotes shared understandings, and encourages all community members to become crew, not passengers. To that end, WHEELS will focus on the following:             <ul style="list-style-type: none"> <li>▪ Implementation of a structured Crew ‘curriculum’ to ensure consonance across grade levels</li> <li>▪ Implementation of three highly effective student led conferences, the last of which will be shared with the ELS community through a site seminar</li> <li>▪ Professional development structures – team / department level – meetings, peer-observations, and a calendar providing for targeted PD time</li> </ul> </li> </ul>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Sixth grade focusing questions:  Who were we? Who are we? Who will we be?</p> <p>Seventh grade focusing questions: What sustains us?</p> <p>Eighth grade focusing question: What is America?</p> <p>Ninth grade focusing questions: What is history? Who makes history? Who are heroes?</p> <p>Tenth grade focusing questions:</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Team meetings  Department meetings  Full faculty meetings  PD sessions led by school designer and instructional guide</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will complete readings and writing pieces during expeditions. Readings will support investigation and expedition themes. Writing pieces will include ethe following.</p> <p>Sixth grade:  Person vignette  Creation myth  Early literary analysis  City/State Essay</p> <p>Seventh grade:  Series of extended personal vignettes/Memoir  Historical Analysis/historical fiction book club pieces; point of view pieces  Literary essay (group, pair, individual)  Persuasive essay (revisted)  Personal essay  Creative fiction: Short stories</p> <p>Eighth grade:  Autobiography  Literary essay  Persuasive essay</p>

	<p>Ninth grade: Personal essay Literary essay Persuasive essay Expository essay Critical lens essay</p>	
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** social studies

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The three broad areas of focus are:</p> <ul style="list-style-type: none"> <li>• <b>Learning Expeditions</b> Building on the work of the past two years, WHEELS will continue to implement the ELS curricular structure of Learning Expeditions, in-depth investigations, and learning experiences</li>   <li>• <b>Active Pedagogy</b> Active Pedagogy simply means that teaching and learning should be active and engaging. Effective instructional practices incorporate ongoing assessment that informs teachers’ practice. Building on the work of the previous year, WHEELS’ will emphasize the following:             <ul style="list-style-type: none"> <li>▪ use of Assessment, formative and summative, as well as standards-based grading and reporting</li> </ul> </li>   <li>• <b>Culture and Character &amp; School Structures</b> A school culture is developed and sustained through practices that bring the community together, promotes shared understandings, and encourages all community members to become crew, not passengers. To that end, WHEELS will focus on the following:             <ul style="list-style-type: none"> <li>▪ Implementation of a structured Crew ‘curriculum’ to ensure consonance across grade levels</li> <li>▪ Implementation of three highly effective student led conferences, the last of which will be shared with the ELS community through a site seminar</li> <li>▪ Professional development structures – team / department level – meetings, peer-observations, and a calendar providing for targeted PD time</li> </ul> </li> </ul>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The three broad areas of focus are:</p> <ul style="list-style-type: none"> <li>• <b>Learning Expeditions</b> Building on the work of the past two years, WHEELS will continue to implement the ELS curricular structure of Learning Expeditions, in-depth investigations, and learning experiences</li> <li>• <b>Active Pedagogy</b> Active Pedagogy simply means that teaching and learning should be active and engaging. Effective instructional practices incorporate ongoing assessment that informs teachers’ practice. Building on the work of the previous year, WHEELS’ will emphasize the following:             <ul style="list-style-type: none"> <li>▪ use of Assessment, formative and summative, as well as standards-based grading and reporting</li> </ul> </li> <li>• <b>Culture and Character &amp; School Structures</b> A school culture is developed and sustained through practices that bring the community together, promotes shared understandings, and encourages all community members to become crew, not passengers. To that end, WHEELS will focus on the following:             <ul style="list-style-type: none"> <li>▪ Implementation of a structured Crew ‘curriculum’ to ensure consonance across grade levels</li> <li>▪ Implementation of three highly effective student led conferences, the last of which will be shared with the ELS community through a site seminar</li> <li>▪ Professional development structures – team / department level – meetings, peer-observations, and a calendar providing for targeted PD time</li> </ul> </li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
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**Subject/Area (where relevant):** math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The three broad areas of focus are:</p> <ul style="list-style-type: none"> <li>• <b>Learning Expeditions</b> Building on the work of the past two years, WHEELS will continue to implement the ELS curricular structure of Learning Expeditions, in-depth investigations, and learning experiences</li> <li>• <b>Active Pedagogy</b> Active Pedagogy simply means that teaching and learning should be active and engaging. Effective instructional practices incorporate ongoing assessment that informs teachers’ practice. Building on the work of the previous year, WHEELS’ will emphasize the following:             <ul style="list-style-type: none"> <li>▪ use of Assessment, formative and summative, as well as standards-based grading and reporting</li> </ul> </li> <li>• <b>Culture and Character &amp; School Structures</b> A school culture is developed and sustained through practices that bring the community together, promotes shared understandings, and encourages all community members to become crew, not passengers. To that end, WHEELS will focus on the following:             <ul style="list-style-type: none"> <li>▪ Implementation of a structured Crew ‘curriculum’ to ensure consonance across grade levels</li> <li>▪ Implementation of three highly effective student led conferences, the last of which will be shared with the ELS community through a site seminar</li> <li>▪ Professional development structures – team / department level – meetings, peer-observations, and a calendar providing for targeted PD time</li> </ul> </li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Grade 6, 7, 8, 9, 10, 11 Guided reading groups and/or book clubs 1:10-1:15 end-of-day tutorial sessions TWR; 2:15-3:15 PM
<b>Mathematics:</b>	Grade 6, 7, 8, 9, 10, 11 Guided work groups 1:10-1:15 end-of-day tutorial sessions TWR; 2:15-3:15 PM
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 6-11      Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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WHEELS 348 is a middle / high school in its fifth year. The 2010 - 2011 academic year begins with 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades represented. (One grade will be added each year until we reach a full 6<sup>th</sup> through 12<sup>th</sup> grade school in 2012.) At Washington Heights Expeditionary Learning School a free-standing ESL programs exists on-site.

Advanced ELL's receive 180 minutes of instruction a week (both push in and pull out). Intermediate ELL's receive 360 minutes a week (both push in and pull out). Beginning ELL's in the middle school receive 360 minutes a week (both push in and pull out) and beginning ELL's in the high school receive 540 minutes a week (both push in and pull out).

### **ESL Program**

- Pull-out services for beginning and intermediate students. (Students who were in bilingual programs last year and had the option of being placed in a bilingual program at another school this year have been placed into the ESL program at WHEELS by their parents/guardians. Signed forms are available for review.)
- Push-in services for beginning, intermediate and advanced students.
- ESL instruction provided by fully certified ESL teachers.
- ESL instruction in both push-in and pull-out services incorporates all possible learning styles (visual, kinesthetic, etc.) into the curriculum. Instruction is also broken out into reading, writing, listening, and speaking components.
- The ESL instructors at WHEELS work closely with subject-area teachers to ensure that statewide standards for ELA are also incorporated into ESL instruction.
- The ESL instructor at WHEELS also works closely with the school social worker in addressing additional needs for special education and/or SIFE students served.
- As part of school wide staff development, the ESL instructors meet with grade-level teams twice a week to ensure ESL methodologies are incorporated into the core curriculum.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Five 50-minute professional development sessions will be devoted to ELL services with tentative dates: For example:

- How do I assess, evaluate and place all ELL students September, 2010
- How do I incorporate ESL methodologies into the core subjects? October 2010
- How do I prepare the ELL students for ELA exams? November and December 2010

- How do I prepare the ELL students for the speaking part of the NYSESLAT speaking exam in April? March 2011
- How do I prepare the ELL students for the reading, writing, and listening components of the NYSESLAT exam in May? April 2011.
- Additionally, school wide professional development sessions topics include gradual release of responsibility model, SIOP and assessment / grading / reporting that impact not only English Language Learners but all learners.

### Section III. Title III Budget

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **WHEELS parental/familial involvement policy**

At the Washington Heights Expeditionary Learning School, we believe that parental, and, often times, familial involvement, is integral to student success. As such, we extend our belief in an open door policy beyond school staff, pedagogical and otherwise, to include students, their parents and their family members.

Our open door policy means that as stakeholders in children’s educations, parents/family members, like teachers, know what students are learning (in a subject area class and across subject area classes). Parents/family members also understand WHEELS expectations for habits of work and learning (HOWLs). In fact, our student led conferences are designed to at once recognize and foster student agency/responsibility and to share student work, from student perspectives with parents/family members and students’ crew advisors.

Parents and family members are welcome to visit at any time. For convenience sake and as a courtesy, however, we ask that visiting parents/family members contact a team leader, a crew leader or the parent coordinator to arrange for would-be visits.

It bears noting that WHEELS has a visitor sheet for soliciting feedback from all visitors, with an eye toward the on-going development of a critical friends model.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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,

		Schoolwide Program ( <input checked="" type="checkbox"/> )			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			\$ 426,070	<input checked="" type="checkbox"/>	
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			\$ 83,225	<input checked="" type="checkbox"/>	
Title II, Part A	Federal			<input checked="" type="checkbox"/>	N/A	N/A	
Title III, Part A	Federal	<input checked="" type="checkbox"/>			\$ 15,000	<input checked="" type="checkbox"/>	Page 26
Title IV	Federal			<input checked="" type="checkbox"/>	N/A	N/A	
IDEA	Federal	<input checked="" type="checkbox"/>			\$ 192,215	<input checked="" type="checkbox"/>	?
Tax Levy	Local	<input checked="" type="checkbox"/>			\$ 2,783,101	<input checked="" type="checkbox"/>	Entire document

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Washington Heights Expeditionary Learning School					
<b>District:</b>	6	<b>DBN:</b>	06M348	<b>School</b>		310600011348

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.8	93.8/	93.6 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.8	98.2	96.9
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	84	84	84	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	77	89	81		87.0	90.6	94.8
Grade 8	90	81	89				
Grade 9	80	90	97	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	83	87	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	85		4	8	17
Grade 12	0	0	0				
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	331	427	524	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	13	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	8	12
# in Collaborative Team Teaching (CTT) Classes	32	50	70	Superintendent Suspensions	5	5	8
Number all others	17	26	27				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	84	102	TBD				
# ELLs with IEPs	12	42	TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	20	28	33
Number of Administrators and Other Professionals	3	4	4
Number of Educational Paraprofessionals	0	0	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	19	% fully licensed & permanently assigned to this school	100.0	100.0	97.0
				% more than 2 years teaching in this school	0.0	25.0	42.4
				% more than 5 years teaching anywhere	30.0	35.7	45.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	65.0	75.0	81.8
American Indian or Alaska Native	0.3	0.2	0.0	% core classes taught by "highly qualified" teachers	89.7	94.9	96.9
Black or African American	1.5	2.1	2.1				
Hispanic or Latino	97.6	97.4	97.1				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.6	0.2	0.0				
<b>Male</b>	55.0	54.8	55.5				
<b>Female</b>	45.0	45.2	44.5				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	54.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN12</b>	District <b>06</b>	School Number <b>348</b>	School Name <b>WHEELS</b>
Principal <b>Brett Kimmel</b>		Assistant Principal <b>type here</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Jacqueline Rodriguez</b>		Guidance Counselor <b>Amy Wylegala</b>	
Teacher/Subject Area <b>Kerry MacNeil</b>		Parent <b>Monica Ballenilla</b>	
Teacher/Subject Area <b>Jane Doherty</b>		Parent Coordinator <b>Miguel Perez</b>	
Related Service Provider <b>Jackie Xuereb</b>		Other <b>Isabel Estrada-Jamison</b>	
Network Leader <b>Emily Sharrock</b>		Other <b>Gabrielle Smith</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>524</b>	Total Number of ELLs	<b>110</b>	ELLs as Share of Total Student Population (%)	<b>20.99%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part II. ELL Identification Process

### Questions 1-6

The Washington Heights Expeditionary Learning School follows the procedures outlined by the NYS and NYC guidelines to identify ELLs among our incoming students. When newcomers arrive, our pupil personal secretary, Ms. Elizabeth Recio, does the initial intake for student enrollment. The pupil personal secretary contacts Ms. Jacqueline Rodriguez, who is responsible for the identification process, then provides the family with a Home Language Identification Survey (HLIS). Ms. Rodriguez conducts the informal oral interview with the student in English and in his/her native language. When it is determined that English is not the language spoken at home, the student is tested on the LAB-R. If the student does not receive a proficient score in English on the LAB-R, parents are notified and provided an orientation about the English language acquisition choices offered throughout NYC. Either Ms. Rodriguez or Mr. Miguel Perez, the parent coordinator, conduct a bilingual orientation where parents are informed about the three programs available in NYC for English learners: Bilingual Transitional, Freestanding ESL, and Dual Language. After the bilingual video is shown to parents and their questions are answered, parents complete their surveys and select the program in which they would like their child placed. We emphasize that parents are entitled to select whichever program they feel would be most suitable for their child. We make a concerted effort to collect the Parent Survey and Program Selection Form at the end of the session. However, some parents wish to have more time to consider their options. Those parents who do not return the forms are contacted again and asked for their selections forms. If parents do not return the form, they are informed that although their default choice is Transitional Bilingual, their child is being serviced in a freestanding ESL program, as that is our current model, based on parent selections.

This entire process – from initial identification, assessment, and program selection – occurs within the first 10 days of a student’s admission to school. The primary person responsible for the ELL identification process is Ms. Jacqueline Rodriguez, a certified ESL teacher who is fluent in Spanish and English. She conducts the initial interview, administers the Home Language Information Survey, administers the LAB-R, makes the initial assessment, provides orientation in conjunction with Mr. Miguel Perez, the Parent Coordinator, and discusses options with parents. We are careful to adhere to the deadlines set for submission of the LAB-R answer documents for new arrivals. Copies of the HLIS, LAB-R results, Program Selection form, Placement, Non-Entitlement letters, and Continuation letters are placed in the student’s permanent cumulative folders. In addition, Ms. Rodriguez maintains a file of related documents as a back up for those that are filed in the student’s permanent records.

According to the Parent Survey and Program Selection Form for newly arrived students, 99.9% of the parents at WHEELS request the Freestanding ELS Program. As parents overwhelmingly continue to select this option, our current program model is aligned with parent choice. The primary language of our overall ELL population is Spanish, with most of our students coming from a Latin Caribbean background. Our ELL students have been placed in the Freestanding ESL Program based on parent choice. Parents of students who have been in the country for three or more years have consistently expressed preference for their child to be in a monolingual class with content focused ESL support, as per the Parent Continuation letters. A very small percentage of our students speak Haitian Creole (or French/Haitian Creole). Parents of these students have also selected the Freestanding ESL Program.

Each year the language acquisition progress of all English language learners is assessed on the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to analyze the language growth of our students by measuring student proficiency in speaking, listening, reading, and writing. NYSESLAT test results determine student qualification for ELL services and provide important insight into the educational needs of our ELLs. Assessment results influence educational decisions for the following school year. A team of certified teachers works together to test the ELLs in each modality, using the appropriate grade level assessments. We review all procedures and expectations for each aspect of the test. Test directions, scoring guides, rubrics, exemplars, and practice sets provided by NYS provide clear guidance through the process.

# Part III: ELL Demographics

## A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>							1	2	1	1	1	1		7
<b>Total</b>	0	0	0	0	0	0	1	2	1	1	1	1	0	7

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	40
SIFE	11	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	75

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
<b>Total</b>	<b><input type="text"/></b>	<b><input type="text"/></b>	<b><input type="text"/></b>	<b><input type="text"/></b>						

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

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							29	23	19	10	11	14		106
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1	2			3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>23</b>	<b>19</b>	<b>10</b>	<b>12</b>	<b>17</b>	<b>0</b>	<b>110</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

#### 1. How is instruction delivered?

All of our ELLs receive ESL instruction via a freestanding ESL model. Students at all levels of proficiency receive the mandated minutes of instruction with a combination of co-teaching and small-group instruction. One class (out of three) on each grade is comprised of the beginning, intermediate, and advanced ELLs on that grade. This class may also include students who are not mandated ESL services but who have recently tested as proficient, depending on the number of ELLs per grade. Depending on our numbers, non-ELL students may also be part of this class and benefit from the language support. This means that the ELLs on each grade are grouped somewhat heterogeneously, with beginning, intermediate, and advanced students together.

This year ESL push-in/co-teaching occurs primarily in the sciences throughout the school. In both the middle and high school, ESL teachers push into science classrooms with a focus on concept and vocabulary development and language support. In addition, all beginner and intermediate ELLs are serviced in a small group environment for English Language Arts, Social Studies, and Mathematics across the school. Decisions for advanced ELLs are determined by the needs of each individual student based on his/her academic strengths and needs and NYSESLAT indicators.

#### 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

All students receive English Language Arts classes every day, for four days at 65 minutes each and one day at 55 minutes, which total 315 minutes of English Language Arts for every student at WHEELS. Licensed ESL teachers provide ESL content focused instruction in the sciences throughout our school. Native language support in the Spanish language is also provided. Sufficient minutes that enable each student to receive the required instructional time for language acquisition as per the Part 154 mandates are provided.

In the 6th grade, the ESL teacher pushes into the ELL science class every day (four 65-minute periods a week plus one period of 55 minutes each week), for a total of 315 minutes. In addition, their Math teacher provides Native Language support, as she is bilingual certified, providing 315 minutes of Spanish language support through Mathematics. Language support in this class totals 630 minutes. In addition, their content area science teacher speaks English and Spanish, providing even greater support in the native language.

In the 7th grade, ELL students receive ELL services during science when their ESL teacher pushes in (four 65-minute periods a week plus one period of 55 minutes each week), for a total of 315 minutes. In addition, the beginner and intermediate ELL students participate in an advisory program conducted by their ELS teacher, providing them with an additional 160 minutes of ESL support (totaling 475 minutes). In addition, our 7th grade ELLs receive additional native language support in Math and Social Studies by teachers who speak both English and Spanish.

In 8th grade, ELL students receive services during science when their ESL teacher pushes in (four 65-minute periods a week plus one period of 55 minutes each week), for a total of 315 minutes. In addition, the beginners and intermediate ELLs in the 8th grade are pulled out by the ESL teacher for an additional two periods (130 minutes) of ESL instruction during the week to reach their mandated minutes. This brings the beginner and intermediate ELLs in the 8th grade to a total of 445 minutes of ESL instruction weekly, surpassing the required mandates. In addition, the teachers of ELA and Social Studies both speak English and Spanish, providing native language support in both subjects.

In the 9th grade, the ELL class receives content focused push-in/co-teaching ESL instruction during all Living Environment classes (four 65-minute periods a week plus one period of 55 minutes each week), for a total of 315 minutes. The 9th grade ELL students also receive 40 minutes of ESL literacy instruction during an advisory program, for an additional 160 minutes per week. This totals 475 minutes each week of ESL instruction, for every level of proficiency in grade 9, thus meeting mandated minutes requirements for beginners and far exceeding requirements for students at intermediate and advanced levels. In addition, depending on academic need determined by the content area subject, small group instruction is provided for beginning and intermediate ELLs in Social Studies, English, and Math daily.

The 10th grade ELL class receives content focused push-in/co-teaching ESL instruction in Global History during all classes (four 65-minute periods a week plus one period of 55 minutes each week), for a total of 315 minutes. In addition, the ELA class for the 10th grade ELL class, is conducted by a dually licensed ELA and ESL teacher providing an additional 315 minutes of ESL enhanced literacy instruction, which brings the total of their ESL instructional minutes to 630.

In the 11th grade, ELL students receive content focused push-in/co-teaching ESL instruction during Living Environment 2 in a class of approximately 18 students. This provides 315 of content focused ESL support. ELL students in this class are our long term ELLs and require Special Education as well as ELL support. In addition to the support in Living Environment, our 11th grades ELLs also receive

small group instruction in Social Studies, Math, and ELA. Our intermediate students along with our one beginner ELL student in this class are part of an advisory group lead by a dually licensed ELA and Spanish language teacher, providing students with an additional 160 minutes of language support, which brings their totals to 475 minutes.

Throughout the high school, students receive Spanish Language Arts, which is Native Language Arts for the overwhelming majority of our students, in four periods of 65 minutes plus one period of 55 minutes, totaling 315 minutes each week of Native Language Arts.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

In ELA, our intervention program is based on a balanced literacy model using appropriate texts that students are able to read at both their independent and instructional levels. Shared reading is used to facilitate the learning of semantic and syntactic elements of language. Collaborative Strategic Reading (CSR) provides a vehicle for developing reading comprehension in both fiction and nonfiction texts. Developed from the research based Reciprocal Teaching developed by Palinscar, CSR provides a collaborative structure that lays the groundwork for independent understanding of text and works well with both fiction and nonfiction reading, providing skills that are transferable to other content area comprehension work. Our approach to writing is highly scaffolded, providing clear structures and focused tasks, broken into manageable steps and building to thematic essays and critical lens essays that provide the basis for our high school ELLs to be successful. Vocabulary development is organized around the SIOP approach that emphasizes academic language and essential root words. A highly experienced dually certified ELA and Special Education teacher teaches the ELA intervention program.

In math, we use a number of methods to break down mathematical processes to comprehensible, replicable steps. First the standards are unpacked to small units of understanding. Kinesthetic motions are used to correspond to math concepts. Math terms and vocabulary are put into kid friendly language and a significant level of differentiation is executed. Daily assessments as exit slips are utilized to inform instruction on a daily basis. We are fortunate to have the Blue Engine program spearheading some of this work as we pilot their program in our 8th and 9th grade math classes. The program provides seven (7) young college graduate teaching assistants, trained in math and student management, who work with small groups of students in each math class in the 8th and 9th grades. This program provides a level of immediate feedback impossible in most classrooms. In fact, our ability to target each student's zone of proximal development has already had significant impact in just two months.

In Social Studies, an emphasis on concepts/vocabulary is combined with very structured writing based on clear models. Tapping into prior knowledge, developing schema all contribute to building language background and concepts that enable ELLs to be successful. TPR, realia, multi-media provide access to historical periods and events that give ELLs greater access. In addition, many of our grade level expeditions are based in historical periods and provide a larger conceptual framework for concrete learning across different subjects.

In Science, there is an emphasis on concepts and vocabulary supported by media and hands on activities. Science lab experiments and experiences enables ELL students to use objects to connect to concepts. Social interaction within lab groups provide students the opportunity to move and manipulate in ways that supports their thinking and learning.

4. How do you differentiate instruction for ELL subgroups?

We currently have a comprehensive plan to ensure academic success for all of our ELL students. Students are provided with carefully differentiated instruction and after school tutoring through Title III. Long term ELLs and beginners are provided with special instruction, tutoring, and smaller class sizes. ELLs with special needs, in addition to programs mentioned, are also provided with Wilson, resource room and counseling as needed. Intermediate and Advanced students need to focus on both reading and writing, intermediate more so than the advanced students. These students are also provided with the same materials as beginners, as well 37.5 minutes extended day tutoring and Title III after school programs. We have a vast number of intervention services being provided to our ELLs, such as Academic Intervention Services through the use of a pull-out method throughout the day, and during our ...

a. SIFE

Sife students get extra time and support to complete assignments during Crew or Study Seminar. In addition instruction is scaffolded to make the input comprehensible. Students also have adapted texts available in their native language and in English (text at various levels to meet their current level and target levels). Students are provided with scaffolded notes to give them a starting point.

b. Newcomer ELLs (less than 3 years)

Students who are recent arrivals are supported through smaller class sizes, extra tutoring time, and support for native language literacy.

Students at the beginning levels of proficiency are in need of additional instruction in listening, reading and writing. They are provided with materials developed specifically for them and customized to content areas. In addition to the materials used, they are provided with a modified version of Balanced Literacy, as well as AIS and Title III tutoring.

New comers in Middle School and High School are placed in classes with Beginners or Intermediate levels students according to NYSESLAT. They also receive support from the guidance counselor in order to ensure they feel comfortable and supported in their learning environment. All new comers meet with the ESL teacher and Coordinator to make sure they have translators, dictionaries available to them in all of the classes they attend.

The instructional plan for these students is made up of creating an environment where the students can feel engaged and can participate. This engagement is made possible by creating lessons that include partner work and group collaborations. The instructional goals are to create opportunities in which students can participate even if they are not proficient in English. All students received scaffolded conversation models which allow them to practice the language objectives in the different content (subjects).

**c. ELLs with 4-6 years**

Ells that have been receiving services for 4 to 6 years instructional goals are to focus on the modalities in which they are not yet proficient. The instructional focus for writing and reading is vocabulary development and writing support. These students also have one to one conferencing with their ELA and ESL teachers to identify any specific areas that they may need support in terms of language objectives.

The speaking modality is also integrated to writing because students write in the manner that they speak. Instruction also targets achieving academic English and understanding the difference between academic (formal) or informal English.

In addition all Ells that have received services for 4 to 6 years are tested using Gates Magnates and are informed of their level and the year goal is to go up two levels.

**d. Long-Term ELLs**

Long term ELLs are closely monitored and assessed intermittently to determine in which areas they are making progress, and in which areas they need extra support. Long Term ELLs participate in after school tutoring services, AIS, and counseling services to aid in their development.

The plan with long term Ells in both Middle School and High School is to focus on the challenges they are facing with language acquisition and working with them in smaller groups to provide more attention to their specific language needs.

In the middle school long term Ells receive support with texts that are adaptable to their independent reading levels in English. In Middle School long term Ells attend the afterschool program for their grade which is a study seminar. In the High School level long term Ells also are required to attend credit recovery for the content classes in which they are not achieving 80% mastery of content. In addition long term Ells receive instruction in their native language throughout their high school years which provides an opportunity for them to improve on acquiring English as a second language because their L1 is being supported.

**e. Special Needs**

ELLs with special needs, in addition to programs mentioned, are also provided with the Wilson Reading Program, resource room and counseling, as needed. We work closely with the Special Education department and chair to ensure that all the materials used in general education classes are accessible to all ELLs with special needs. We look closely at their IEPs to determine what they are most in need of to provide them with an adequate form of instruction. ELLs with special needs are also members of smaller or split classes, affording them significant increases in teacher attention.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week



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

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

In ELA, our intervention program is based on a balanced literacy model using appropriate texts that students are able to read at both their independent and instructional levels. Shared reading is used to facilitate the learning of semantic and syntactic elements of language. Collaborative Strategic Reading (CSR) provides a vehicle for developing reading comprehension in both fiction and nonfiction texts. Developed from the research based Reciprocal Teaching developed by Palinscar, CSR provides a collaborative structure that lays the groundwork for independent understanding of text and works well with both fiction and nonfiction reading, providing skills that are transferable to other content area comprehension work. Our approach to writing is highly scaffolded, providing clear structures and focused tasks, broken into manageable steps and building to thematic essays and critical lens essays that provide the basis for our high school ELLs to be successful. Vocabulary development is organized around the SIOP approach that emphasizes academic language and essential root words. A highly experienced dually certified ELA and Special Education teacher teaches the ELA intervention program.

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In Social Studies, an emphasis on concepts/vocabulary is combined with very structured writing based on clear models. Tapping into prior knowledge, developing schema all contribute to building language background and concepts that enable ELLs to be successful. TPR, realia, multi-media provide access to historical periods and events that give ELLs greater access. In addition, many of our grade level expeditions are based in historical periods and provide a larger conceptual framework for concrete learning across different subjects.

In Science, there is an emphasis on concepts and vocabulary supported by media and hands on activities. Science lab experiments and experiences enables ELL students to use objects to connect to concepts. Social interaction within lab groups provide students the opportunity to move and manipulate in ways that supports their thinking and learning.

6. Describe your plan for continuing transitional support (2 years) for Ells reaching proficiency on the NYSESLAT.

For students who have passed the NYSESLAT for two years they continue to receive support in all of there classes through the instruction they receive. The school in all levels has adapted the SIOP model as an ESL plan which integrates the use as explicit vocabulary instruction and specific language and content goals for all subjects. In addition, support for ELLs who have recently scored proficiency is to continue to provide them with reduced class size instruction, after school tutoring opportunities, as well as Academic Intervention Services. They will also maintain all of their same testing modifications as they previously had.

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

For the upcoming school year we are exploring the possibility of providing a Saturday ESL Academy for our beginner, intermediate, SIFE and special need ELLs. In addition we are looking at how we can increasingly incorporate technology allows the students to use an individualized program to meet their second language acquisition needs.

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

None of our current programs are being discontinued. Next year we will have grades 6-12 which is one extra grade next year. We predict our ELL population may increase during the 2011-2012 school year.

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

All ELLs are informed of all academic afterschool support available in the middle school and high school level. In addition the parents are informed about the different opportunities of attending academic afterschool activities and enrichment afterschool activities like music, track, drama, basketball and baseball. There is a strong effort to recruit ELLs into the after school programs, with a particular focus on academic areas where students are struggling.

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

We have been working diligently to ensure the appropriate materials are being used effectively. Currently, we have a computer lab designed for ELLs. The computer lab provides a wonderful opportunity for students to use technology while practicing the four modalities. Smart-Boards and ELmos are used for multiple subjects in almost every classroom. The workshop model is used for ELA, and authentic materials representative of the students' cultural background and personal experiences are included in multiple classes. There are also leveled classroom libraries designed to promote the students interest with materials in varying genres. Students' native language is supported by the availability of native language materials and their use in the classroom, above and beyond the weekly minutes of Spanish instruction. Language dictionaries and libraries are also available on an as-needed basis. We also provide students with bilingual staff such as administrators, teachers, Parent Coordinator and Counselors to help students transition from middle to high school. Our 9th grade holds an orientation before school begins to familiarize students and families with our school's goals, procedures, and programs, to make their transition a smooth and informed one.

This is a list of the materials that support multiple modalities for learning:

Ells new arrivals (less than 3 years) Middle School & High School & SIFE

Dictionary in English and Native Language

Translator

Picture books

Leap pad reading device for beginners

Literature in Native Language

English leveled texts

PC /Laptop Access

Manipulatives for Math, Science and Social Studies

Ells 4 to 6 years Middle School & High School

Dictionary in English and Native Language

Translator

Literature in Native Language

English leveled texts

PC/Laptop Access

Manipulatives for Math, Science and Social Studies

Long term Ells 6+ years Middle School & High School  
Dictionary in English and Native Language  
Translator  
Literature in Native Language  
English leveled texts  
PC/Laptop Access  
Manipulatives for Math, Science and Social Studies

Special Education Ells in Middle School & High School  
Dictionary in English and Native Language  
Translator  
Picture books  
Leap pad reading device for beginners  
Literature in Native Language  
English leveled texts  
PC /Laptop Access  
Manipulatives for Math and Social Studies

11. In Middle School Native Language support is provided in the 6th grade during Math with a teacher that has a bilingual extension. In the 7th grade native language support provided in Math and Social Studies by teachers who are native Spanish speakers. In 8th grade native language support is provided by their Social Studies and ELA teachers who speak Spanish. In High School Native language support is provided to our Spanish speaking students in Spanish as a foreign language elective. language.

12. Required services support the ELLs ages and grade levels, as do resources provided. Every effort is made to provide leveled and adapted texts that are age appropriate to the students at WHEELS, as are activities, projects, and expeditions organized by each grade team.

13. The parents of newly enrolled students attend a parent orientation and workshop prior to the opening of school which informs them of the different programs available for their child. In addition, new students have the opportunity to meet their new teachers in middle and/or high school before the school year begins. During these orientations, students also receive an assignment to complete before the beginning of the school year. New comers also meet the ESL teachers, guidance counselor and team leader of their grade. This provides new students an opportunity to become acclimated to their new environment and also provides teachers the opportunity to gain a deeper understanding of students' background, academic interests and language needs.

14. The language option that exists in High School is Spanish.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

#### D. Professional Development and Support for School Staff

##### Questions 1-3

ESL and content teachers are provided with intense professional development both within and outside the school. Due to the highly collaborative nature of our faculty environment, teachers who attend professional development sessions share their knowledge, especially with the teachers they work most closely with. Ms. MacNeil and Ms. Rodriguez offer in-house professional development around ESL issues, methodology, and best practices. Last year teachers participated in professional development on the Graduated Release of Responsibility Model, which the school as a whole has adopted in order to better differentiate quality instruction for all learners, particularly ELLs.

We began this year with an intensive professional development around the SIOP model for the entire staff. We focused on the central role of academic language/ vocabulary development for our ELLs as well as the critical need for to provide comprehensible input through adapted texts. Staff members discussed the role of social interaction as a vehicle for academic language learning within an academic context and the need for targeted learning of essential root words. This framework is continuing in grade level team meetings as well as within conversations among staff in collaborative planning.

Professional development plan for all personnel working for ELLs entails weekly planning meetings, and twice-monthly faculty meetings. Some of the topics discussed include: lesson plans, thematic units, differentiated instruction and grouping, multiple intelligence modalities, incorporating non-fiction text and independent reading, and students' social-emotional development. During faculty meetings teachers are also provided with strategies for teaching ELLs. Teachers also meet once a week as a team to discuss the progress their students are making, review test data, and discuss what strategies and techniques need to be implemented to move the students forward.

#### E. Parental Involvement

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

1. Describe the parent involvement in your school, including parents of ELLs.

Parent Involvement in Wheels specifically with ELLs is organized to ensure we are informing the parents of the success, concerns and plans for their student as an ELL. The students also lead a Student lead conference in which they present their work to their parents and reflect on how they are learning in all of their classes. In addition all ELLs have a crew advisor (teacher) who is in constant communication as needed with the parent/guardian in regards to behavior, academic and language progress. We offer information sessions regarding the schools culture, progress, and continuity of services at the beginning of the school year. We are in consistent communication with the families of ELL students to keep them informed of student progress and give parents opportunities to ask questions and offer information about their children.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school partners with Outward Bound and Level the Field in order to provide all of our students including ELLs the opportunity of the exposure to other areas interest like camping, outdoor activities and various sports. We also refer our ELLs to Alianza Dominicana a community based organization that offers various services for ELLs and parents of ELLs.

3. How do you evaluate the needs of parents?

The needs of the parents are evaluated by having one to one meetings with parents as needed. In addition meetings that are organized by the Mr. Perez the parent coordinator that focuses on specific issues important to parents of ELLs.

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

Parent involvement is an important factor in addressing the needs of parents. We offer workshops for parents prior to the ELA exam. In addition we are concerned with the health and well being of our students and address topics such as asthma and nutrition. Recently we have offered a technology workshop for parents to provide them access to ARIS.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	1	2	0	0	1		6
Intermediate(I)							4	5	5	5	8	12		39
Advanced (A)							23	17	12	5	4	4		65
Total	0	0	0	0	0	0	29	23	19	10	12	17	0	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0	0	0		
	I							2	0	1	0	0		
	A							9	2	1	4	2		
	P							15	21	17	11	12		
READING/ WRITING	B							0	0	0	0	0		
	I							6	6	4	9	11		
	A							16	11	4	3	3		
	P							4	6	11	3	0		

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	14	3	0	20
7	2	16	8	1	27
8	1	10	15	4	30
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		12		5		1		19
7	1		4		18		4		27
8	2		2		11		14		29
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		9		17		2		30
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	4		0		19		7		30
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		9	
Math <u>I</u> A	25		15	
Math <u>G</u> eo	6		6	
Biology				
Chemistry				
Earth Science	16		11	
Living Environment	25		23	
Physics				
Global History and Geography	20		16	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language	24		23	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

**Part IV: Assessment Analysis (NEEDS TO BE REVISED)**

Currently our ELL population is scoring higher on the Listening and Speaking portions of the NYSESLAT exam than on the Reading and Writing sections. For instance, in the modalities of speaking and listening our students scored as follows: of our 18 9th graders that were administered the NYSESLAT (12 students) 66% were proficient, and (5 students) 27% were advanced, and (one student) 5% was intermediate. In the modalities of reading and writing, our students who were administered the NYSESLAT scored as follows: of our 18 9th graders (4 students) 22% were proficient, and (6 students) 33% were advanced, and (8 students) 44% were intermediate.

students' linguistic and content needs are met on every grade, in every subject.

The data provided in the LAP will help determine the needs of the students, the areas that need to be addressed, and the necessary instruments required to ensure that they are consistently moving from one level to the next. We are currently using the data from the interim assessments, DRA and Running Records to determine what the areas of weaknesses are and what we need to focus on. We use the Gates-McGinitie assessments of vocabulary and comprehension at multiple points during the year to evaluate student progress (and our ESL program's success) and adjust class groupings and support services accordingly. We have grouped students heterogeneously and homogeneously to provide them with academic intervention services, designated them for after school tutoring, and referred them to additional programs that may be of benefit towards their progress.

Our overall goal at WHEELS is to help all of our students improve in all academic areas. Whether our students are navigating school in a second language, with special needs, or in some cases both, we are constantly looking for new ways to ensure the success of all our students.

### Additional Information

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

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other <u>w</u>		

**Teacher – Mrs. Rodriguez**  
**Official Class – ESL Middle School**  
**Official Room – 420 office**

Per.	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>1</b>	6RO	448	6RO	448	6RO	448	6RO	448	6RO	448
<b>2</b>	Prep		Prep		7 <sup>th</sup> Grade Meeting	447	8MS	429	Pullout 8MS	422
<b>3</b>	8MS	429	7CA	447	Pullout 8MS	422	PD		7CA	447
<b>4</b>	7CA	447	8MS	429	Prep		Prep		Prep	
<b>5</b>	Crew Lunch		Crew Lunch		Crew Lunch		Crew Lunch		ESL Meeting	
<b>6</b>	PD		ESL Meeting		7CA	447	7CA	447	Lunch	
<b>7</b>	Literacy	426	Literacy	426	Literacy	426	Literacy	426		

**Teacher - Xuereb**  
**Official Class – 6XU**  
**Official Room – 452**

Per.	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>1</b>	6XU		6XU		6XU		6XU		6XU	
<b>2</b>	6RO	453	Prep		6RO	453	6RO		6RO	453
<b>3</b>	Team Meeting		6NE	448	Team Meeting		Prep		Prep	
<b>4</b>	Prep		6RO		Prep		6NE	453	6NE	
<b>5</b>	Lunch		Lunch		Lunch		Lunch		Prof	
<b>6</b>	6NE	448	Prof		6NE	448	Prof		Lunch	

**Class Program**  
**Official Class – 6RO**

## Official Room – 448

Per.	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>1</b>	Sci	448	Sci	448	Sci	448	Sci	448	Sci	448
<b>2</b>	Math	453	Music	453	Math	453	Math	452	Math	453
<b>3</b>	Gym		ELA	452	Gym		Music	453	ELA	452
<b>4</b>	ELA	452	Math	452	ELA	452	ELA	452	Music	453
<b>5</b>	Lunch		Lunch		Lunch		Lunch		SS	453
<b>6</b>	SS	453	SS	453	SS	453	SS	453	Lunch	

## Class Program

### Official Class – 7CA

### Official Room – 447

Per.	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>1</b>	Math	447	Math	447	Math	447	Math	447	Math	447
<b>2</b>	SS	438	Math Enrich	438	Gym		SS	438	ELA	446
<b>3</b>	ELA	446	Sci	447	ELA	446	ELA	446	Sci	447
<b>4</b>	Sci	447	SS	438	SS	438	Math Enrich	447	SS	438
<b>5</b>	Lunch		Lunch		Lunch		Lunch		Gym	
<b>6</b>	Music	438	ELA	446	Sci	447	Sci	447	Lunch	

**Teacher:** MacNeil  
**Official Class:**

<b>Period</b>	<b>Monday</b>		<b>Tuesday</b>		<b>Wednesday</b>		<b>Thursday</b>
<b>1</b>	<b>PREP</b>		<b>PREP</b>		<b>PREP</b>		<b>PREP</b>
<b>2</b>	<b>10 E</b>	<b>400</b>	<b>10 E</b>	<b>400</b>	<b>10 E</b>	<b>400</b>	<b>10 E</b>
<b>3</b>	<b>10 Z</b>	<b>400</b>	<b>10 Z</b>	<b>400</b>	<b>10 Z</b>	<b>400</b>	<b>10 Z</b>
<b>4</b>	<b>PROF</b>		<b>PROF</b>		<b>PROF</b>		<b>Dept. Mtg.</b>
<b>Study Hall</b>	<b>Supervise Study Hall</b>		<b>10<sup>th</sup> Grade Team Meeting</b>		<b>Supervise Study Hall</b>		<b>10<sup>th</sup> Grade Team Meeting</b>
<b>Lunch</b>							
<b>6</b>	<b>10 R</b>	<b>400</b>	<b>10 R</b>	<b>400</b>	<b>10 R</b>	<b>400</b>	<b>10 R</b>