



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME :**

WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M348

PRINCIPAL:                   BRETT KIMMEL

EMAIL:                       BKIMMEL@SCHOOLS.NYC.GOV

SUPERINTENDENT:       GERALDINE TAYLOR-BROWN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Brett Kimmel	*Principal or Designee	
Ann Glynn	*UFT Chapter Leader or Designee	
Joselin Munoz	*PA/PTA President or Designated Co-President	
Luz Jimenez	DC 37 Representative, if applicable	
Brendis Gonzalez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Bianca Romarion	Student Representative	
Meg Riordan	CBO Representative, if applicable	
Kerry MacNeil	Member/UFT	
Nathan Warner	Member/ UFT	
Mercedes Liriano Clark	Member/ Parent	
Belkis De La Cruz	Member/ Parent	
	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
Students' Numeracy (fundamental math skills) and Non-Fiction Literacy skills (linked to Common Core 1) increases (High School: students achieve at least 75% on the NYS Comprehensive English Exam and 80% on NYS Integrated Algebra Regents Exam).

### **SMART goals check #1**

- specific: focus on two academic subject areas;
- measurable: via tri-annual administration of NYS Regents Exams;
- achievable: within the scope of students' seven years at WHEELS;
- realistic: given the extent to which students receive differentiated instruction;
- time-bound: before students' graduation.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our mission at the Washington Heights Expeditionary Learning School is to work with families to prepare each sixth-twelfth grade student academically, emotionally, intellectually and socially to succeed in a college of her/his choice and beyond. This means that in planning a meaningful course of study, for graduating our high school students from WHEELS, and for the successful graduation from college for our students, we use, among other indicators, City University of New York (CUNY) standards for entrance into non-remedial coursework as indicators, as based upon both the NYS Comprehensive English Regents Exam and on NYS Integrated Algebra Regents Exam.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) staff and other resources used to implement these strategies/activities
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
  - c) timeline for implementation.

a. & b. While English and mathematics teachers will lead this work, it bears noting that all teachers work on both horizontally organized grade-wide teams with

shared practices and vertically organized academic departments (grades 6-12). All WHEELS faculty will be supported by team leaders, by APs, and by our school principal.

c. All WHEELS faculty participate in on-going professional development based around the establishment of critical friends groups (i.e. the aforementioned grade-wide and department wide teams) and as offered in our third CEP goal, below.

d. While this goal will be in place for the 2011-2012 school year, we expect that these minimal standards will continue to exist beyond this school year, with revision each year.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In addition to those best practices and beliefs outlined in our PIP, WHEELS hosts tri-annual Student-Led Conferences, meetings led by students with crew leaders and family members. Participation at all SLCs is 100%. Parents/family members are full partners in our increasingly transparent grading, assessment and reporting processes at WHEELS.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In an effort to hire effective teachers committed to the school's vision of increasing student achievement and preparing students for future success, The Washington Heights Expeditionary Learning School (WHEELS) heavily invests in its hiring process.

#### **Hiring Committee**

One of the instructional leaders at WHEELS serves as the hiring committee chair. This person is responsible for overseeing the hiring process and communicating with prospective candidates. Other members of the hiring committee include the school principal and other administrators.

#### **Recruitment: December-April**

WHEELS seeks to maximize the number of quality applicants by employing the following strategies:

- **Design an effective job description for public dissemination.** The WHEELS job description includes a description of the school, eligibility requirements, teacher duties and responsibilities, and a summary of the interview process. This information provides an orientation to the school and also previews various school expectations, including the requirement to attend professional development offered by Expeditionary Learning. In addition, the job description includes an email address where cover letters and resumes can be sent.
- **Post the job description on all available websites.** WHEELS posts its description and call for cover letters and resumes in December and January. Sites include but are not limited to the Expeditionary Learning website, Idealist.com, and the Teach for America job board.

- **Use staff to further networking potential.** One of the best indicators that teachers will be a successful fit at WHEELS is if a current staff member refers the candidates to the school. The head of WHEELS hiring committee sends the job description to staff and requests that they send it to former colleagues and friends.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

WHEELS shares space with the Eleanor Roosevelt School (IS 143 M) and Community Health Academy (MS/HS 346 M) and participates in partnerships with:

- New York Presbyterian Hospital via our school-based clinic, at which students have access to a full battery of health and wellness services;
- Dental Clinic, at which our students have access to a full battery of preventative and restorative dental services;
- Universal free breakfast and lunch programs daily, including summer months;
- Tutoring with CBO *Alianza Dominicana*;
- Tutoring with WHEELS faculty and staff;
- PSAL league sports for eligible students.

**Budget and resources alignment**

- Minimum 10% of all Title I funds are directed to professional development and training of teachers. Additional Title I funds are used for professional development and training of teachers as well. Title III funds support ESL teachers who design and implement targeted after-school programs for ELL students. Title I and Tax Levy funds are also used for after-school and Saturday academic support programs (i.e. Study Seminar, Regents Prep Courses, Credit Recovery, etc.)

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Middle School students: 90% of students will improve their proficiency rating over last year.

**SMART goals check #2**

- specific: focus on two academic subject areas, mathematics and ELA;

- measurable: via tri-annual administration of NYS Mathematics and ELA Exams;
- achievable: within the scope of students' three middle school years at WHEELS;
- realistic: given the extent to which students receive differentiated instruction;
- time-bound: before students' graduation.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Given that our mission at the Washington Heights Expeditionary Learning School is to work with families to prepare each sixth-twelfth grade student academically, emotionally, intellectually and socially to succeed in a college of her/his choice and beyond, we build our plans for student achievement from student need. WHEELS 2010-2011 NYC Progress Report in general, and our NYS Mathematics and ELA exams in particular, serve as data points which inform our goal setting of: 90% of students will improve their proficiency rating over last year.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

a. & b. While English and mathematics teachers will lead this work, it bears noting at all teachers work on both horizontally organized grade-wide teams with shared practices and vertically organized academic departments (grades 6-12). All WHEELS faculty will be supported by team leaders, by APs, and by our school principal.

c. All WHEELS faculty participate in on-going professional development based around the establishment of critical friends groups (i.e. the aforementioned grade-wide and department wide teams) and as offered in our third CEP goal, below.

d. While this goal will be in place for the 2011-2012 school year, we expect that these minimal standards will continue to exist beyond this school year, with revision each year.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In addition to those best practices and beliefs outlined in our PIP, WHEELS hosts tri-annual Student-Led Conferences, meetings led by students with crew leaders and family members. Participation at all SLCs is 100%. Parents/family members are full partners in our increasingly transparent grading, assessment and reporting processes at WHEELS.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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#### **Hiring Committee**

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- **Post the job description on all available websites.** WHEELS posts its description and call for cover letters and resumes in December and January. Sites include but are not limited to the Expeditionary Learning website, Idealist.com, and the Teach for America job board.
- **Use staff to further networking potential.** One of the best indicators that teachers will be a successful fit at WHEELS is if a current staff member refers the candidates to the school. The head of WHEELS hiring committee sends the job description to staff and requests that they send it to former colleagues and friends.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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- Universal free breakfast and lunch programs daily, including summer months;
- Tutoring with CBO *Alianza Dominicana*;
- Tutoring with WHEELS faculty and staff;
- PSAL league sports for eligible students.

**Budget and resources alignment**

- Minimum 10% of all Title I funds are directed to professional development and training of teachers. Additional Title I funds are used for professional development and training of teachers as well. Title III funds support ESL teachers who design and implement targeted after-school programs for ELL students. Title I and Tax Levy funds are also used for after-school and Saturday academic support programs (i.e. Study Seminar, Regents Prep Courses, Credit Recovery, etc.)

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase teacher effectiveness by facilitating participation in professional development opportunities.

SMART goals check #3:

- specific: serve all faculty at WHEELS, in this, our first year at capacity;
- measurable: via the check and balance of attendance and participation in department meetings; grade team meetings, Friday PD cycles and off-site PD.
- achievable: builds upon and seeks to extend existing capacity at WHEELS;
- realistic: builds upon and seeks to extend existing capacity at WHEELS;
- time-bound: 2010-2011 school year.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In order to best serve students with regard to goals 1 and 2 outlined above, faculty and staff at WHEELS need opportunities for their own professional development.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
  - d) timeline for implementation.

#### **a. &b.**

- *New teachers participate in approximately two weeks of summer PD to help familiarize them with the Expeditionary Learning model.*
- *All teachers participate in one week of summer PD to support their work around creating interdisciplinary Learning Expeditions connected to the Common Core.*

- *Teachers will participate in weekly PD every Friday.*

b.

- *Every teacher will participate in an off-site PD facilitated by Expeditionary Learning, School Designer, Dr. Margaret Riordan*

c.

PD is anticipatory and responsive to emergent WHEELS staff needs, as informed by:

- grade team meetings;
- department meetings;
- coaching sessions by mentor teachers, if applicable;
- observations by APs.

d.

Implementation occurs during the 2011-2012 school year.

CEP goals align with Brett Kimmel's 2010-2011 PPR and our Expeditionary Learning Work Plan for 2010-2011.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Insofar as it seems useful, necessary and appropriate, parents and family members are invited into team and department meetings in establishing school wide policies, though PD cycles are exclusively for faculty and staff at WHEELS.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

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#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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- Universal free breakfast and lunch programs daily, including summer months;
- Tutoring with CBO *Alianza Dominicana*;
- Tutoring with WHEELS faculty and staff;
- PSAL league sports for eligible students.

#### **Budget and resources alignment**

- Minimum 10% of all Title I funds are directed to professional development and training of teachers. Additional Title I funds are used for professional development and training of teachers as well. Title III funds support ESL teachers who design and implement targeted after-school programs for ELL students. Title I and Tax Levy funds are also used for after-school and Saturday academic support programs (i.e. Study Seminar, Regents Prep Courses, Credit Recovery, etc.)

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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				
<b>K</b>			N/A	N/A				
<b>1</b>			N/A	N/A				
<b>2</b>			N/A	N/A				
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>	60	49	28	n/a	12	n/a	12	5
<b>7</b>	61	43	24	32	18	n/a	18	15
<b>8</b>	65	45	32	30	15	n/a	15	20
<b>9</b>	67	53	47	n/a	12	n/a	12	25
<b>10</b>	n/a	12	3	n/a	15	n/a	15	25
<b>11</b>	5	9	17	34	12	n/a	12	25
<b>12</b>	1	2	3	21	12	n/a	12	25

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	targeted small group instruction, tutoring, Saturday/After-School programs
Mathematics	targeted small group instruction, tutoring, Saturday/After-School programs
Science	targeted small group instruction, tutoring, Saturday/After-School programs
Social Studies	targeted small group instruction, tutoring, Saturday/After-School programs
At-risk Services provided by the Guidance Counselor	Individual and small group counseling during non-academic class time Crisis intervention and conflict resolution
At-risk Services provided by the School Psychologist	n/a
At-risk Services provided by the Social Worker	Individual and small group counseling during non-academic class time Crisis intervention and conflict resolution

**At-risk Health-related Services**

**On-site school-based clinic administered by New York Presbyterian Hospital**

**INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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.

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_\_\_ 06M348 \_\_\_    **School Name:** \_\_\_ Washington Heights Expeditionary Learning School (WHEELS)

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:** X Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused    X Comprehensive

**Intervention:** X School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Based on our State School Accountability Report, WHEELS did not meet our AYP goal in English Language Arts at the Middle School level for the 2010-11 academic school year. Specifically, we did not meet our goal for all students, Hispanic/Latino students, economically disadvantaged students, and students with Limited English Proficiency in English Language Arts. However, given that 97% of our students are Hispanic/Latino and 100% are economically disadvantaged, these subcategories of students are essentially all students in the Middle School. In addition, our English Language Learner population also did not meet the accountability goal, and given that they constitute 20% of our overall population, this is an additional area of concern.

According to the data, only 26% of our 6<sup>th</sup> grade students, 19% of our 7<sup>th</sup> grade student, and 26% of our 8<sup>th</sup> grade students scored at a level 3 or above on the 2010-2011 English Language Arts exam. While our school is effective at reducing the number of students that are scoring at a level one (In Grade 6, down 9% from 26% in '09-10 to 17% in '10-11; in grade 7, down 5% from 23% in '09-10 to 18% in '10-11; in grade 8, down 7% from 13% in '09-10 to 6% in '10-11), we are less effective at moving students from level 2 to levels 3 and 4.

Clearly 7<sup>th</sup> grade and that specific cohort of students (Class of 2016) are areas of concern for our school moving forward; however, as all of our grades were hovering around 25% proficiency levels, we need to focus our efforts throughout the middle school to improve all students' capabilities in English Language Arts. An additional area of concern is our Limited English Proficient student population, which accounts for nearly 20% of our overall school but disproportionately more of our middle school, with 71 ELLS in grades 6-8 accounting for 29% of the middle school.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our school proposes the following four interventions to support improved academic achievement in English Language Arts for all students in grades 6, 7, and 8 (246 students in total):

- 1) Bi-monthly MS ELA departmental planning meetings to identify student areas of need and articulate and integrate literacy strategies aligned to the Common Core Standards. In these meetings we will review curricular maps to determine gaps and identify instructional strategies (particularly around nonfiction reading and argumentative writing, as connected to CCS) to implement in our classrooms. We will also regularly utilize student data (interim assessments, last year's exam results, diagnostics, and predictive assessments) to focus our instructional strategies to best meet students' needs.

- 2) Monthly cross-curricular planning meetings with SS, Science, and ELA/ELL MS department heads to coordinate integration of literary strategies into content area instruction (specifically related to nonfiction reading and argumentative writing, as connected to CCS). This work will further support cross-curricular planning happening during multi-subject learning expeditions on each grade level every year.
- 3) Weekly small group, targeted intervention sessions provided by two literacy specialists for approximately 30 students in Grades 7 & 8 who are stagnating at Level 2 to accelerate their literacy skills. We will prioritize inclusion of English Language Learners in these groups. Diagnostic information from individual assessments (DRA and WRAP) will be used to identify students' needs and shape curriculum. In advance of the ELA exam we will use Kaplan Test Prep Materials.
- 4) Purchase of books, books on CD, and audio equipment (CD players) targeted to support the comprehension and fluency needs of our English Language Learner population.

We believe that this multi-pronged approach will provide focused instructional support for specific students in our population that are at risk (ELLS, students in grades 7 & 8, and students stagnating at Level 2 on the ELA exam) and revamp our curriculum and instruction in all middle school classrooms to improve nonfiction reading and argumentative writing skills of all students.

These interventions directly relate to our CEP goals for the 2011-2012 school year. Our 1<sup>st</sup> annual goal is "students' numeracy (fundamental math skills) and non-fiction literacy skills (linked to Common Core) increases" as evidenced by students achieving at least 75% on the NYS Comprehension English Regents Exam in High School. Clearly students' successful acquisition of literacy skills in middle school, as evidenced on the New York State MS ELA Exam, is integral to meeting this goal. Our 2<sup>nd</sup> annual goal is that in the middle school, "90% of students will improve their proficiency rating over last year." Improvement in students' literacy capabilities should translate into increased proficiency ratings. Our 3<sup>rd</sup> annual goal is "to increase teacher effectiveness by facilitating participation in professional development opportunities." Involvement of middle school ELA, SS, and science teachers in departmental meetings will be an additional professional development opportunity for those teachers.

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## Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

**This section will be provided by our professional development service provider, Expeditionary Learning.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

At Washington Heights Expeditionary Learning, all of our teachers are in their 2<sup>nd</sup> year of teaching or above, and as such, we do not have a traditional mentoring program for 1<sup>st</sup> year teachers. However, we do have a number of school structures and positions in place to provide mentoring for all teachers. Specifically, there are two full time Mentor Teacher positions devoted entirely to the professional development of teachers. These Mentor Teachers work in 6-12 week cycles with individual teachers and conduct weekly observations of classroom instruction, provide regular feedback at weekly post-observation meetings, and support planning of lesson, unit, and long-term plans during weekly pre-observation meetings. In addition, at WHEELS we dismiss students early on Friday so the entire staff can engage in professional development sessions run by Meg Riordan, Regional Director of New York City Outward Bound, our professional development liaison from our school partner, Expeditionary Learning. These sessions are structured to address the school CEP goals and utilize department structures to support development of strong content area instruction.

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.

As per instructions from the district, parents will be notified about our school's identification as a School In Need of Improvement by letter backpacked home with students by January 31<sup>st</sup>. We will utilize the template provided and ensure that it is translated into Spanish, the language spoken by the majority of our families.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Groll, Christopher</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>348</b>
School Name <b>MS 348 Wheels</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Brett Kimmel</b>	Assistant Principal <b>Joe Catalonatti</b>
Coach <b>Karen Corvino</b>	Coach
ESL Teacher <b>Jacqueline Rodriguez</b>	Guidance Counselor <b>Amy Wylegala</b>
Teacher/Subject Area <b>ESL/ELA Kerry Macneil</b>	Parent <b>Mariana Taveras</b>
Teacher/Subject Area <b>ELA/ESLEnrichment April Tallant</b>	Parent Coordinator <b>Miguel Perez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Sharrock, Emily</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>602</b>	Total Number of ELLs	<b>119</b>	ELLs as share of total student population (%)	<b>19.77%</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 with the LAB-R. The Spanish Lab is administered to students who receive a raw score of beginner, intermediate or advanced on the English 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 Kerry Macneil, 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 selection 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. 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. This year 2011-2012 Mrs. Rodriguez will be training two more pedagogues who can assist in the identification process of newly admitted students to NYC DOE schools at our school.

In order to ensure parents know all 3 program choices are available once the student is identified as an ELL student though lab-r the parent is invited to watch the Parent Orientation video. After viewing the video parents are asked to make their personal selection and to indicate it on the parent selection form

According to the Parent Survey and Program Selection Form for newly arrived students usually 3-5 per year, most of the parents at WHEELS request the Freestanding ESL 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 97% 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. A very small percentage 3% of our students speak Haitian Creole (or French/Haitian Creole). Parents of these students have selected the Freestanding ESL Program.

In order to ensure all ELLs receive the NYSESLAT annually Mrs. Jacqueline Rodriguez( ESL coordinator) uses the RLER, RNMR and RLAT reports by cross referencing them and ensuring all eligible students are tested. Mrs. Rodriguez coordinates all logistics of NYSESLAT testing including receiving and retuning of all materials.

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 ours 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.

All parents whom are 97% spanish speaking have access to 1 teacher on each grade team in both middle school and highschool , office Staff, guidance counselors in middle and highschool, ESL coordinator, highschool assistant principal, internship program ccordinator and 1 paraprofessional in middle school and 1 in highschool who speak Spanish.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<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</b>														0
<b>Push-In</b>							2	2	1	1	1	1	1	9
<b>Total</b>	0	0	0	0	0	0	2	2	1	1	1	1	1	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	45
SIFE	4	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	74

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										
	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	Total
TBE										0
Dual Language										0
ESL	15	2	0	30	2	8	74	0	37	119
Total	15	2	0	30	2	8	74	0	37	119

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

### 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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							25	23	20	14	12	12	10	116
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1			2	3
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>23</b>	<b>20</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>119</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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### MIDDLE SCHOOL

#### 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 science in middle school. This year the ESL teacher also pushes in to ELA in 6th and 7th grades specific classes which ELLs are part of to provide language support for all ELLs. 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

## A. Programming and Scheduling Information

levels in each program model (TBE, Dual Language, ESL)?

In our ESL program we ensure we have the number of units by looking at our reports RNMR and RLAT and identifying the different levels of our ELLS. As required in middle school our beginner and intermediate ELLS receive 360 minutes per week of support from a certified ESL teacher. Advanced middle school students receive 180 ESL minutes by a certified ESL teacher. Middle school ELLS are serviced during science and ELA. There are 3 teachers dedicated to our ELLS and this year the breakdown is as follows Rodriguez services 6 and 7th grade ELLs (48). Sixth grade advanced ELLs receive 110 minutes of ESL support in English Language Arts and an additional 160 minutes in Literacy four times a week. Sixth grade intermediate and beginner ELLs receive ESL support in Science for a total of 315 minutes of ESL support in Science and 80 minutes a week of ESL/Literacy for a total of 395 minutes. Seventh grade advanced ELLs receive 195 minutes of ESL support during ELA. Intermediate ELLs in 7<sup>th</sup> grade receive a total of 315 minutes of ESL support in Science and 160 minutes of literacy/Crew for a total of 475 minutes of ESL from a certified ESL teacher a week. Eighth grade beginner and intermediate ELLs receive 360 minutes a week of ESL support in Science. Eighth grade advanced ELLs receive 180 minutes of ESL/Literacy.

All ESL students in middle school receive 315 minutes of ELA per week.

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 8<sup>th</sup> grade classes. The program provides teaching assistants, trained in math and student management, who work with small groups of students in each math class in the 8<sup>th</sup> grade. 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 the 8<sup>th</sup> grade all ELLs who need native language support are paired with a teaching assistant that speaks their native language. In the 6<sup>th</sup> grade all ELLs receive math instruction from a teacher who speaks Spanish and has a bilingual extension, Ms. Xureb. Sixth graders also receive 2 days a week Math Lab and the teacher Mrs. Calvino is able to communicate in Spanish as needed.

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 enable 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. 100% of our Middle School ELLs native language is Spanish. In 6<sup>th</sup> grade they are evaluated in native language with the WRAP reading level tool which is available in Spanish and English. This allows us to understand what skills they are able to transfer to their classes.

## A. Programming and Scheduling Information

There are no native language classes in middle school

5. 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 in all of their content classes. One main structure we have to differentiate is to place them in groups that receive specific targeted instruction based on their specific academic needs. Teachers evaluate ELLs needs through diagnostics that are administered in beginning of the year in addition to looking at data that is compiled on ELLs. Data included years of service, language proficiency level, past years state exam scores and identification of our ELLs who also have an IEP.

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.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
modified version of Balanced Literacy, as well as	AIS and Title III tutoring.		
100%			
75%			
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			
100%			
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.			
75%			
This engagement is made possible by creating lessons that			
create opportunities in which students can participate			
100%			
75%			
c. ELLs with 4-6 years			
50%			
Ells that have been receiving services for 4 to 6 years			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

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 MacGinitie and are informed of their level and the year goal is to go up two levels.

## B. Programming and Scheduling Information--Continued

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

**A Programming and Scheduling Information**

**B. Programming and Scheduling Information--Continued**

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**MIDDLE SCHOOL**

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In middle school our intervention occurs with small group instruction that is targeted by specific learning targets which are made up of content and language objectives. Our ELL students in middle school receive small group instruction in ELA, Math and Social Studies. These groups are usually 10-15 students per teacher. All ELLs (beginner, intermediate and advanced) are placed in small groups which allow them to get individualized and targeted academic intervention. In Science all middle school ELLs have a content teacher and ESL teacher in their class. This allows the ESL teacher to provide specific language support during Science. (for specific content class instruction look at middle school section IV question #3).

9. 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 their classes through the instruction they receive. The school in all levels has adapted the SIOP model as an ESL plan which integrates the use of 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.

All former ELLs who have tested proficient within the past 2 years of the current testing year are entitled to all testing accommodations that current ELLs receive. These accommodations include time and half on the Math, ELA and Science Exam. In addition to the use of bilingual glossaries created by the state in Math and Science. The ESL coordinator communicates who these ELLs are early in the school year and works with the assistant principal to make sure all teachers have lists and materials needed for current and former ELLs.

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

For this year we are exploring the possibility of providing a Saturday ESL/Literacy Academy for ELLs who have been identified at risk and have scored 1 and 2 in their 2011 ELA exam and have not improved in the NYSESLAT. Program is expected to run from 6-8 weeks before ELA/NYSESLAT tests for 2012. Program Proposed: ESL/Literacy Saturday Enrichment

Duration; 6 Saturdays 8:30-11:30

DATES: March 10-April 14th SATURDAYS

Teacher: Mrs. Jackie Rodriguez

Mission of Program: To provide individualized language support in preparing for the ELA and NYSESLAT for the 2011-2012 school year.

Identification Process: RNMR and RLAT reports from ATS which show English proficiency levels and years of service. Aris DOE reports which detail exact ELA scores and hold over information for specific students.

## B. Programming and Scheduling Information--Continued

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### MIDDLE SCHOOL

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The Saturday ESL/Literacy enrichment Academy will prepare middle school ELL students who are current ELLs and meet at least one

## A. Programming and Scheduling Information

5. How do you differentiate instruction for ELL subgroups?

## 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)?

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.

## 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.

### 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. With the GRR model teachers model, provide guided practice and ultimately students are able to work independently.

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.

Through our affiliation with Expeditionary Learning all of our staff including; assistant principals, paraprofessionals, guidance counselors, secretaries and parent coordinator learn about specific topics related to our ELL population. Some of the topics of weekly meetings specific for ELLs are differentiated instruction, targeted instruction through learning targets, case studies of specific students that are ELLs.

Professional development plan for all personnel working with ELLs entails weekly planning meetings with content teachers which fulfill the 7.5 hour requirement. 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 in weekly grade level meetings discuss the progress ELL students are making, review test data, and discuss what strategies and techniques need to be implemented to move the students forward. At this time they also discuss any concerns if applicable for the ELL students in their grade. The records are maintained by keeping copies of agendas of all professional development including ELL professional development.

The assistant principal along with 2 other LAP committee members attend the LAP training sessions which provide specific updates of the document requirements. The middle school guidance counselor helps the middle school students with the transition to high school by holding a high school orientation night and by scheduling one to one appointments with specific ELLs that have questions about high school. The high school guidance counselor works with new arrival ELLs in issues of getting adjusted to academic and social concerns in a new country.

Both guidance counselors attend various professional development throughout the year that address the needs of all of our students including the ELLs. The professional topics are VESID, child abuse and prevention, family therapy and parental involvement. All ELLs have a crew advisor whom they can speak to about any issues, ranging from social to academic. There is also a college counselor who in collaboration with the crew advisors makes sure all ELLs and all students are receiving targeted attention in regards to the high school application process. This year we will have our first 12<sup>th</sup> grade graduating class since Wheels (MS348) opened in 2006.

Parents have access to translation because parent communication letters are created in English and Spanish with translation provided by our office staff, secretary, school aide and parent coordinator. We have a total of 22 staff members in our school who speak Spanish and English. This ensures we are able to communicate with our ELLs students families. During Student Led Conferences all crew advisors are able to speak with parents regarding their concerns and this allows us to evaluate specific ELL student need. Each crew advisor has

## A. Programming and Scheduling Information

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Both guidance counselors attend various professional development throughout the year that address the needs of all of our students including the ELLs. The professional topics are VESID, child abuse and prevention, family therapy and parental involvement. All ELLs have a crew advisor whom they can speak to about any issues, ranging from social to academic. There is also a college counselor who in collaboration with the crew advisors makes sure all ELLs and all students are receiving targeted attention in regards to the high school application process. This year we will have our first 12<sup>th</sup> grade graduating class since Wheels (MS348) opened in 2006.

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### 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?

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Parent Involvement in Wheels specifically with ELLs is organized to ensure we are informing the parents of the success, concerns and plans

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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. Each parent has a crew advisor for their child which is the primary contact for any immediate issues and concerns. In addition each grade has a crew leader which is dedicated to the families needs on grade level. Grades 6-8 have one dedicated guidance counselor and grades 9-12 have another guidance counselor in addition to a college counselor.

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

In Middle School and Highschool parent involvement is an important factor in addressing the needs of parents. We are in constant communication with all parents prior to all state exams in grades 6-12 (including regents, PSATs etc.). Parents also participate in different learning celebrations that happen as our students participate in Expedition Learning projects. In addition we hold three Student Led Conferences in the school year in which students themselves speak to their parents about the specific learning targets they are engaged in , in all subject classes. In addition students also speak about their HOWLS ( Habits of work and learning) and specifically identify which habits they have mastered and which habits they need to work on. Lastly each trimester in Student Led Conferences parents, teachers and students set goals and a plan to achieve these goals.

Parents have access to translation because parent communication letters are created in English and Spanish with translation provided by our office staff, secretary, school aide and parent coordinator. We have a total of 22 staff members in our school who speak Spanish and English. This ensures we are able to communicate with our ELLs students families. During Student Led Conferences all crew advisors are able to speak with parents regarding their concerns and this allows us to evaluate specific ELL student need. Each crew advisor has between 12-16 they are responsible for throughout the year. Crew advisors who don't speak English are also provided with a translator to assist them in communicating with the parents in the native language. Our Haitian Creole speaking parents speak English and if they require we would make necessary arrangements to find a translator for them during any communication.

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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

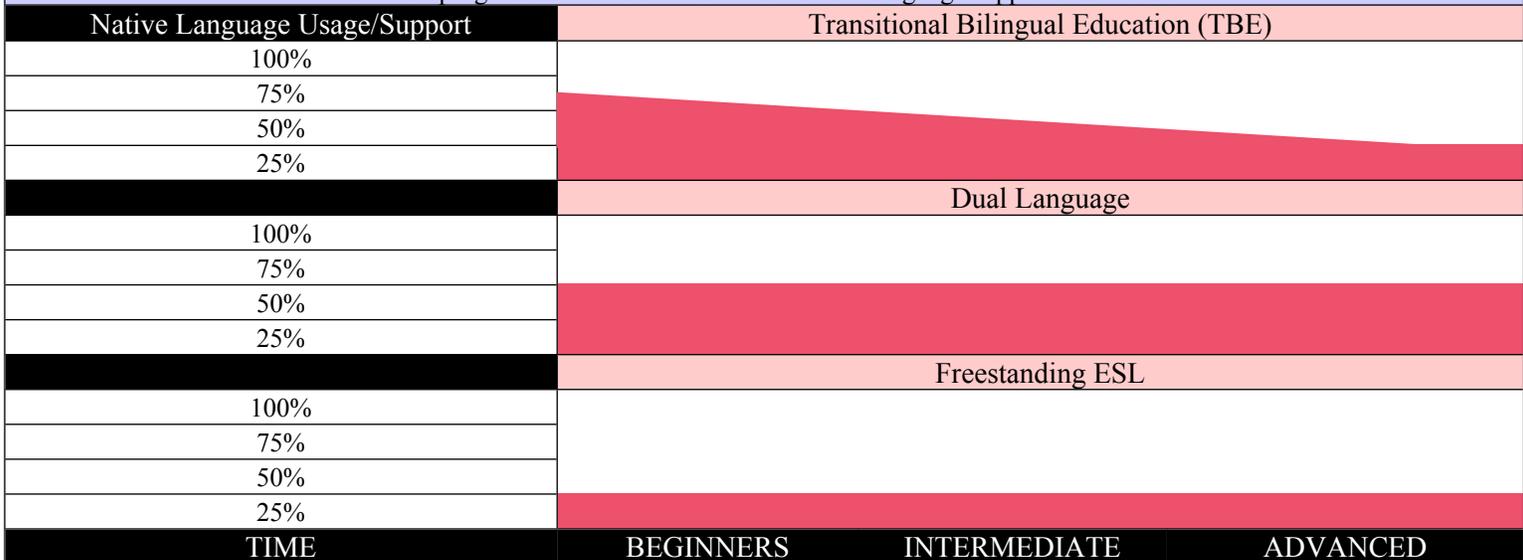
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?

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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

### MIDDLE SCHOOL

8. 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 middle school our intervention occurs with small group instruction that is targeted by specific learning targets which are made up of content and language objectives. Our ELL students in middle school receive small group instruction in ELA, Math and Social Studies. These groups are usually 10-15 students per teacher. All ELLs (beginner, intermediate and advanced) are placed in small groups which allow them to get individualized and targeted academic intervention. In Science all middle school ELLs have a content teacher and ESL teacher in their class. This allows the ESL teacher to provide specific language support during Science. (for specific content class instruction look at middle school section IV question #3).

9. 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 their classes through the instruction they receive. The school in all levels has adapted the SIOP model as an ESL plan which integrates the use of 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.

All former ELLs who have tested proficient within the past 2 years of the current testing year are entitled to all testing accommodations that current ELLs receive. These accommodations include time and half on the Math, ELA and Science Exam. In addition to the use of bilingual glossaries created by the state in Math and Science. The ESL coordinator communicates who these ELLs are early in the school year and works with the assistant principal to make sure all teachers have lists and materials needed for current and former ELLs.

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

For this year we are exploring the possibility of providing a Saturday ESL/Literacy Academy for ELLs who have been identified at risk and have scored 1 and 2 in their 2011 ELA exam and have not improved in the NYSESLAT. Program is expected to run from 6-8 weeks before ELA/NYSESLAT tests for 2012. Program Proposed: ESL/Literacy Saturday Enrichment

Duration; 6 Saturdays 8:30-11:30

DATES: March 10-April 14th SATURDAYS

Teacher: Mrs. Jackie Rodriguez

Mission of Program: To provide individualized language support in preparing for the ELA and NYSESLAT for the 2011-2012 school year.

Identification Process: RNMR and RLAT reports from ATS which show English proficiency levels and years of service. Aris DOE reports which detail exact ELA scores and hold over information for specific students.

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The Saturday ESL/Literacy enrichment Academy will prepare middle school ELL students who are current ELLs and meet at least one

## 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.

ESL Teacher schedules, LAP document and signature page were emailed on 10/26/2011 to Ms. Martha Frans at MFrans@schools.nyc.gov.

## 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)?

## 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.

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. With the GRR model teachers model, provide guided practice and ultimately students are able to work independently.

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.

Through our affiliation with Expeditionary Learning all of our staff including; assistant principals, paraprofessionals, guidance counselors, secretaries and parent coordinator learn about specific topics related to our ELL population. Some of the topics of weekly meetings specific for ELLs are differentiated instruction, targeted instruction through learning targets, case studies of specific students that are ELLs. Professional development plan for all personnel working with ELLs entails weekly planning meetings with content teachers which fulfill the 7.5 hour requirement. 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.

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The assistant principal along with 2 other LAP committee members attend the LAP training sessions which provide specific updates of the document requirements. The middle school guidance counselor helps the middle school students with the transition to high school by holding a high school orientation night and by scheduling one to one appointments with specific ELLs that have questions about high school. The high school guidance counselor works with new arrival ELLs in issues of getting adjusted to academic and social concerns in a new country.

Both guidance counselors attend various professional development throughout the year that address the needs of all of our students including the ELLs. The professional topics are VESID, child abuse and prevention, family therapy and parental involvement. All ELLs have a crew advisor whom they can speak to about any issues, ranging from social to academic. There is also a college counselor who in collaboration with the crew advisors makes sure all ELLs and all students are receiving targeted attention in regards to the high school application process. This year we will have our first 12<sup>th</sup> grade graduating class since Wheels (MS348) opened in 2006.

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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?
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# 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)							0	0	1	3	1	1	0	6
Intermediate(I)							8	8	6	7	8	7	8	52
Advanced (A)							17	15	13	4	3	4	5	61
Total	0	0	0	0	0	0	25	23	20	14	12	12	13	119

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	1	0
	I							0	0	0	1	2	3	1
	A							15	19	9	3	3	3	7
	P							10	4	11	9	7	6	5
READING/ WRITING	B							0	0	1	2	1	0	0
	I							8	8	6	7	8	9	8
	A							16	11	13	4	3	4	5
	P							1	4	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	11	1	0	23
7	9	11	0	0	20
8	3	10	0	0	13
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	4		16		3		0		23
7	2		14		4		0		20
8	1		0		9		0		10
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	3		9		0		0		12
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	13	0	11	0
Integrated Algebra	22	1	13	0
Geometry	6	0	3	0
Algebra 2/Trigonometry	1	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	9	0	2	0
Living Environment	16	0	11	0
Physics	0	0	0	0
Global History and Geography	9	0	2	0
US History and Government	14	0	8	0
Foreign Language	13	0	11	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**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.

### Middle School

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 for the May 2011 test our students scored as follows:

Incoming 6th graders 40% scored proficient, 60% scored advanced.

7th graders 17% scored proficient, 78% scored advanced and 5% scored intermediate.

8th graders 55% scored proficient and 45% scored advanced.

In Reading and Writing for the May 2011 NYSESLAT the students scored as follows:

Incoming 6th graders 64% scored Advanced, 32% scored intermediate and 4% scored proficient

7th graders 35% scored intermediate, 48% scored advanced and 17% score proficient.

8th graders 30% scored intermediate, 65% scored advanced and 5% scored beginner.

This shows that, more students are proficient at Listening and Speaking than at Reading and Writing. This suggests a need for continued emphasis on reading and writing. Such a need is being met by a cross-curricular emphasis on literacy, as well as supplemental tutoring and smaller class groupings with clear focus on areas in which progress is most needed

Leadership has created for 2011-2012 departments in High School for ELA and Math to be consistent with the needs of all students including ELLs and special needs. In addition last year content teachers in grades 6-11 began to meet by content area to create curriculum maps to outline specific learning targets that should be taught at each grade level and for every content.

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 which are created by content teachers and focus on specific learning targets, 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. Programs are evaluated with success of our students on each grade level mastering all learning targets at least at 80%. The Data that we get from the DRA and Wras assessment tools allow us to place students in literacy groups which all students attend early on in

## 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.

ESL Teacher schedules, LAP document and signature page were emailed on 10/26/2011 to Ms. Martha Frans at MFrans@schools.nyc.gov.

## Part VI: LAP Assurances

School Name: <u>MS348</u>		School DBN: <u>06M348</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brett Kimmel	Principal		1/1/01
Joe	Assistant Principal		1/1/01
Miguel Perez	Parent Coordinator		1/1/01
Jacqueline Rodriguez	ESL Teacher		1/1/01
Mariana Taveras	Parent		1/1/01
Kerry Macneil	Teacher/Subject Area		1/1/01
April Tallant	Teacher/Subject Area		1/1/01
Karen Corvino	Coach		1/1/01
	Coach		1/1/01
Amy Wylegala	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**School Name: MS348**

**School DBN: 06M348**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 610348      **School Name:** MS348

**Cluster:** \_\_\_\_\_      **Network:**

**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.

Within 30 days of students being enrolled students are required to fill out a blue card which has a section that asks parents to indicate their primary language. As the year progresses we continue to make sure the needs of the parents are also re-evaluated by having one to one meetings with parents as needed. In addition meetings that are organized by Mr. Perez the parent coordinator that focuses on specific issues important to parents of all students. Each parent has a crew advisor for their child which is the primary contact for any immediate issues and concerns. In addition each class has a crew leader which is dedicated to the families needs on grade level. In addition, Grades 6-8 have one dedicated guidance counselor and grades 9-12 have another guidance counselor in addition to a college counselor both guidance counselors speak Spanish and English. Our student population is made up of 99% parents who's primary language is Spanish or English. One percent of our parents primary language is Haitian Creole/French and these parents prefer to communicate in English.

Parents have access to translation because parent communication letters are created in English and Spanish with translation provided by our office staff, secretary, school aide and parent coordinator. We have a total of 22 staff members in our school who speak Spanish and English. This ensures we are able to communicate with our students families. During Student Led Conferences all crew advisors are able to speak with parents regarding their concerns with the translation assistance of our high school seniors who are 18 or over and other staff members who are fluent in Spanish.. Each crew advisor has between 12-16 they are responsible for throughout the year. Crew advisors who don't speak English are also provided with a translator to assist them in communicating with the parents in the native language on a day to day basis as needed. Our 3 Haitian Creole speaking parents speak English and prefer to communicate in English.

Each grade team collects data on a google spreadsheet that identifies the preferred language of communication the parents prefer. Then each crew advisor verifies the data and uses it as an ongoing tool for parent communication.

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.

The major findings are that the vast majority of our school's written translation and oral interpretation needs are for Spanish-speakers. These findings are discussed in both middle school and highschool team meetings which take place twice a week for every grade 6-12.

## **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.

In regards to written translation our communications to parents get translated by Luz Jimenez who is a school aide or Miguel Perez , parent coordinator. Wheels is organized by grade teams, on team level there are teachers who can also translate to Spanish , the primary language of any parent communication in a timely manner. Written translation is done in house.

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.

In regards to oral interpretation our school utilizes the parent coord.nator and school aide for most conversations if the teacher does not speak Spanish. By grade level teachers who don't speak Spanish have a teacher who speaks Spanish and is in their team translate oral conversations. Currenty our school has 22 bilingual staff members who provide translation as needed primarily from English to Spanish. Oral translation is also done inhouse.

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>.

In order to fulfill notification requirements for parents whose primary language is not English we send a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services to all incoming students' guardians. In addition, we have posted in our main office the sign that states interpretation services are available in the school. If the primary language needs of our parents change to a language other than Spanish, we will contact the Translation and Interpretation unit regarding the language in which we need translation services.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School:	DBN: 06M348
Cluster Leader: Groll, Christopher	Network Leader: Michael Alcott
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 119 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 18 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 12

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

ESL instruction provided by 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 ELA teachers, thereby ensuring statewide standards for ELA are also incorporated into ESL instruction. The ESL instructors at WHEELS also work 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 teams to ensure ESL methodologies are incorporated into the core curriculum.

At the Washington Heights Expeditionary Learning School (WHEELS) language instruction for ELL students will also include a Title III-funded ESL program. We will serve 119 students on grades 6 to 12 via an after school program to address students' needs in reading, writing, listening and speaking. Students will be grouped in clusters of no more than 12 students and supported by a licensed ESL/bilingual teachers . Content teachers in our school also participate in our after school program (Study Seminar) for a total of 6 content teachers. After school sessions will meet three hours per week for twenty weeks, beginning in November and continuing through May, during the 2011-2012 school year. In the Saturday program there are two ESL teachers who work on supporting Literacy and language aquisition. Materials are in a varied genre and at different levels to meet the language needs of our english language learner population. Some materials include audio books and books that support contnet in the native language of our ELL population.

We have been working diligently to ensure the appropriate materials are being used effectively. Currently, we have a computer lab which is utilized on a rotating basis by all of our students including ELLs. We have 30 laptops which are reserved as needed by all of our teachers including our classes with ELL students.

For this year we are providing a Saturday ESL/Literacy Academy for ELLs who have been identified at risk and have scored 1 and 2 in their 2011 ELA exam and have not improved in the NYSESLAT. Program is expected to run from 10 weeks before ELA/NYSESLAT tests for 2012.

Program Proposed: ESL/Literacy Saturday Enrichment

Duration; 7 weeks Saturdays 9:00-12:00

DATES: February -March 2012 SATURDAYS

Teacher: Mrs. Jackie Rodriguez ( ESL certified) and Mrs. Amy Wylegala (ESL certified)

## Part B: Direct Instruction Supplemental Program Information

Mission of Program: To provide individualized language support in preparing for the ELA and NYSESLAT for the 2011-2012 school year.

Identification Process: RNMR and RLAT reports from ATS which show English proficiency levels and years of service. Aris DOE reports which detail exact ELA scores and hold over information for specific students.

The Saturday ESL/Literacy enrichment Academy will prepare middle school ELL students who are current ELLs and meet at least one criteria below:

- have been English language learners for less than 4 years students.
- Received a 1 on the ELA exam

Learning Targets:

I can explain what is evidence from text that supports my answer after reading a passage.

I can actively listen to text in English and respond to what I listen to.

I can increase my fluency in English by reading outloud during shared reading.

I can identify words that I don't know by using context clues.

I can write an organized essay that stays on topic and includes vocabulary for my grade level.

I can identify main ideas and details in any text that I read.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Title III funded Professional Development will include ten (10) professional development sessions of 45 minutes devoted to addressing the needs of ELLs. Staff will attend, based on need/interest. We imagine that these meetings will take place after our regularly scheduled faculty meetings. The professional development will be provided by two of our ESL certified teachers, Mrs. Rodriguez and Mrs. Macneil. Suggested sessions and tentative dates include, for example:  
SIOP How can I incorporate academic language and vocabulary development for ELLs. (September 2011)  
How do I incorporate ESL methodologies into the core subjects? 2 sessions (January 2011)  
How can I use graphic organizers effectively? (February 2012)  
What is wait time and how can I increase ELL participation in my class? (March 2012)  
How do I create a space for interaction with language in my classroom? (March 2012)

### Part C: Professional Development

How can I make science accessible to my English language learners? (April 2012)  
What are multimodal literacies and how can I incorporate them into my classroom?(May 2012)  
Why is prior knowledge important in teaching the English language learner population?( May 2012)  
What are specific strategies for activating prior knowledge/schema?(May 2012)  
Additionally, it bears noting that all WHEELS staff adhere to a menu of shared practices which support ELLs in the classroom.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: While we invite parents and families to all WHEELS workshops on student needs, we do not seek to use Title III money toward this end.

In addition to the parent orientation and ELL identification process parent involvement of our ELL population continues throughout the year in many different ways.

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. 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. Each parent has a crew advisor for their child which is the primary contact for any immediate issues and concerns. In addition each grade has a crew leader which is dedicated to the families needs on grade level. Grades 6-8 have one dedicated guidance counselor and grades 9-12 have another guidance counselor in addition to a college counselor.

In Middle School and Highschool parent involvement is an important factor in addressing the needs of parents. We are in constant communication with all parents prior to all state exams in grades 6-12 (including regents, PSATs etc.). Parents also participate in different learning celebrations that happen as our students participate in Expedition Learning projects. In addition we hold three Student Led Conferences in the school year in which students themselves speak to their parents about the specific learning targets they are engaged in, in all subject classes. In addition students also speak about their

**Part D: Parental Engagement Activities**

HOWLS ( Habits of work and learning) and specifically identify which habits they have mastered and which habits they need to work on. Lastly each trimester in Student Led Conferences parents, teachers and students set goals and a plan to achieve these goals. Student lead conferences happen before report card grades are due which gives families and teachers an opportunity to discuss any specific goals or interventions that need to take place to make sure the students have success in their classes.

In addition as 8th graders transition to highschool parents are invited to an annual meeting that takes place usually in October to discuss the options available for Wheels students who stay in Wheels or choose to apply to a different highschool. This meeting is facilitated by Ann Glynn our middle school guidance counselor and high school enrollment advisor and Miguel Perez our parent coordinator. This year we will have our first graduating seniors (class 2012) who are preparing to go to college. Parents of our english language learner population , and all of our students meet with teachers and college counselors throughout the year to get assistance and guidance in the college application process. This year we hired Jessica Perilman as our dedicated college counselor.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		