



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL (WHEELS) – 06M348

PRINCIPAL: BRETT KIMMEL

EMAIL: BKIMMEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ANTHONY LODICO**

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	
Karina Demorizi	*PA/PTA President or Designated Co-President	
Luz Jimenez	DC 37 Representative, if applicable	
Jianny Demorizi	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Meg Riordan	CBO Representative, if applicable	
Bianca Romarion	Member/HS student	
Kerry MacNeil	Member/UFT	
Nathan Warner	Member/UFT	
Alba Hernandez	Member/ Parent	
Vielka Ruiz	Member/ Parent	
Rigoberto Tejada	Member/ Parent	
Monica Ballenilla	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- 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.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel 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 2021-2013 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

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
x _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

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.

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) key personnel 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 2012-2013 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

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

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.

Budget and resources alignment

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

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

 x Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

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.

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.

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) key personnel 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 2012-2013 school year.

CEP goals align with Brett Kimmel’s 2012-2013 PPR and our Expeditionary Learning Work Plan for 2012-2013.

Strategies to increase parental involvement

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

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

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

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.



ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

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.

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) key personnel 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.

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 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 #5

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

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.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel 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.

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Blended Learning	Small group	After school
Mathematics	Blended Learning	Small group	After school
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group and individual	During and after school

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

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.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Groll, Christopher	District 06	Borough Manhattan	School Number 348
School Name MS 348 Wheels			

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	602	Total Number of ELLs	119	ELLs as share of total student population (%)	19.77%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
TOTAL	0	0	0	0	0	0	25	23	20	14	13	12	12	119

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 7th 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 8th 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 8th 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 8th grade all ELLs who need native language support are paired with a teaching assistant that speaks their native language. In the 6th 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 6th 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.

b. Newcomer ELLs (less than 3 years)

Students who are recent arrivals are supported through smaller class sizes, extra tutoring time, and support for native language literacy. Students at the beginning levels of proficiency are in need of additional instruction in listening, reading and writing. They are provided with materials developed specifically for them and customized to content areas. In addition to the materials used, they are provided with a modified version of Balanced Literacy, as well as AIS and Title III tutoring.

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

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

c. ELLs with 4-6 years

ELLs that have been receiving services for 4 to 6 years instructional goals are to focus on the modalities in which they are not yet proficient. The instructional focus for writing and reading is vocabulary development and writing support. These students also have one to one conferencing with their ELA and ESL teachers to identify any specific areas that they may need support in terms of language objectives. The speaking modality is also integrated to writing because students write in the manner that they speak. Instruction also targets achieving academic English and understanding the difference between academic (formal) or informal English.

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

d. Long-Term ELLs

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

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

In the middle school long term ELLs receive support with texts that are adaptable to their independent reading levels in English. In Middle School long term ELLs attend the afterschool program for their grade which is a study seminar. In the High School level long term ELLs also are required to attend credit recovery for the content classes in which they are not achieving 80% mastery of content.

A. Programming and Scheduling Information

6/7. ELLs with special needs, in addition to programs mentioned, are also provided with the Wilson Reading Program, resource room and counseling, as needed. We work closely with the Special Education department coordinator to ensure that all the materials used in general education classes are accessible to all ELLs with special needs. We look closely at their IEPs to determine what they are most in need of to provide them with an adequate form of instruction. ELLs with special needs are also members of smaller or split classes, affording them significant increases in teacher attention. In order to ensure ELL-SWDs receive all services mandated on their IEP the ESL coordinator meets with Special Education Coordinator to review specifics of IEP in relation to ELLs. During grade level team meetings IEPs are also discussed as they are due to be reviewed. SWDs are allowed in middle school to maximize time spent with non-disabled peers because classes are created based on the level the student is academically. Every grade 6-7 has 1 CTT class which is made up of SWDs and non-disabled students. These classes travel together to all of their classes and receive small group instruction in Math, ELA and Social Studies. In Science Music and Gym all students regardless of disability are able to interact and learn together.

HIGHS CHOOOL

1. a. In the high school (grades 9-12) at WHEELS, teachers (and students as a result) are organized both horizontally along grade-wide teams and vertically, via subject bound departments (English, history, science, mathematics, arts, and languages). This means that students benefit from the expertise of teachers who participate in critical friends peer groups. Students entitled to ELL services receive services as part of their regular school day with a mix of push in and pull out instruction from ESL teachers.

b. All students in the high school at WHEELS have programs which are individualized to meet their academic needs. As such, most ninth grade schedules are largely cohort-based, with some exceptions while the programs of tenth, eleventh and twelfth graders depend upon a variety of factors including, but not limited to: credits earned; NYS Regents earned, somewhat homogenously grouped mathematics and language class participation across grades 9-12 (with an eye toward early Regents coursework and subsequent AP coursework); somewhat homogenously grouped English class enrollment (for those students seeking to take their NYS Regents exams early; for those students seeking to enroll in AP English courses).

2. In our ESL program we ensure we have the number of units by looking at RNMR and RLAT reports and identifying the different levels of ELLS.

At the high school level, beginner ELLs receive 710 minutes (in excess of the required 540 minutes) of ESL instruction through Social Studies, ELA, Science, and an Advisory/Literacy period. Intermediate ELLs receive 395 minutes of ESL services (in excess of the required 360 minutes) through ELA, Social Studies, Science, and an Advisory/Literacy period. Advanced ELLs receive 360 minutes of ESL services (in excess of the required 180 minutes) through Science, ELA, Social Studies, and an Advisory/Literacy period.

All high school ELLs receive 315 minutes of ELA instruction.

In the high school, there are 51 ELLS serviced by two full time teachers; Ms. Tallant services 9 and 10th grade ELLs and Ms. Macneil services 11 and 12th.

3. At WHEELS, we use a Gradual Release of Responsibility (GRR) model in all classes. We believe that all students learn best when they have a reliable, reasonable way to understand, practice and master both content and skills. All course work is taught in English. Heritage language use is encouraged. Heritage language texts are available as mandated (say, in preparation for NYS Regents Exams) and as needed (say in science courses where the weight of the content may be just beyond the reach of students in English).

It bears noting, additionally, that as an Expeditionary Learning School, WHEELS is part of a network of small schools with a commitment to providing students with scaffolded learning experiences, which we call case studies, investigations and expeditions. We believe that students learn best when they have opportunities to forge connections between and among their courses. Each grade at WHEELS has at least one expedition during the 2011-2012 school year. Each expedition will include meaningful fieldwork and the use of experts to help students create their real-life products. All students participate in these hands-on learning experiences.

Further, at WHEELS, all teachers use the six plus one writing traits and the seven strategies of good readers in order to further support all

A. Programming and Scheduling Information

readers and writers in cross-curricular ways. Language support is provided, across content areas, through visual and auditory support within the larger classroom, small group instruction when needed, and multiple opportunities for students to engage with texts from a variety of levels.

The above instruction of ELLs is all delivered within the SIOP framework. ESL teachers provide SIOP support to content teachers in the planning and delivery of lessons.

This support is extended in ELA and Math classes through the Blue Engine program, where ELL students receive targeted, daily tutoring support within class in groups of no more than four students per instructor. Social studies instruction is aligned with ELA instruction, ensuring that ELLs receive predictable scaffolds for writing, as well as activate thematic schema between content areas.

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. This work in ELA is supported by WHEELS' participation in the Blue Engine Program. The program provides four college graduate teaching assistants, trained in ELA and student management, who work with small groups of students in 10th grade ELA classes. 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 addition, Blue Engine volunteers staff a writing center to support student writing needs across the high school curriculum.

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. The Blue Engine program spearheads some of this work as they implement the second year of their pilot program in 9th grade math classes. The program provides six young college graduate teaching assistants, trained in math and student management, to work with small groups of students in math classes in 9th through 12th grade. The small group instruction provided by BETA teaching assistants has resulted in significant gains in Math for ELLs.

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. High school students benefit from SIOP scaffolded instruction through a collaboration of ESL and content instructors.

In Science, there is an emphasis on concepts and vocabulary supported by media and hands on activities. Science lab experiments and experiences enables ELL students to use objects to connect to concepts. Social interaction within lab groups provide students the opportunity to move and manipulate in ways that supports their thinking and learning.' At the high school level, special attention is paid to ESL support for ELLs in science. The specialized vocabulary and non-fiction comprehension required in the content area has resulted in a strong partnership between ESL and content instructors. Students at each grade level receive targeted pull out instructional support, and all science classes at the high school level benefit from push-in ESL services. ESL instructors provide vocabulary and language support in the development and delivery of lessons, and target individual ELL needs during each class.

4. ELL students are initially evaluated in their native language using the NYCDOE protocol for the identification of ELLs. In addition, students' whose native language is Spanish's literacy skills are evaluated throughout the year in Spanish literature courses.

A. Programming and Scheduling Information

5. How do you differentiate instruction for ELL subgroups?

Because almost all of our students identify a home language other than English, we are mindful that the vast majority of our students are ELLs, regardless of entitlement to services. As such, we have mindfully established structures to serve all of our students as ELLs.

We believe that the aforementioned, deeply impended, curricular decisions serve all subgroups (a-d) listed below. Perhaps it also bears noting that students who are in need of more individualized settings can be in much smaller classes in mathematics, history and science. Additionally, students participate in crew/advisory in a 1:12-1:18 setting weekly.

a. SIFE

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

b. Newcomer ELLs (less than 3 years)

Students who are recent arrivals are supported through smaller class sizes, extra tutoring time, and support for native language literacy. Students at the beginning levels of proficiency are in need of additional instruction in listening, reading and writing. They are provided with materials developed specifically for them and customized to content areas. In addition to the materials used, they are provided with a modified version of Balanced Literacy, as well as AIS and Title III tutoring.

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

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

c. ELLs with 4-6 years

ELLs' that have been receiving services for 4 to 6 years instructional goals are to focus on the modalities in which they are not yet proficient. The instructional focus for writing and reading is vocabulary development and writing support. These students also have one to one conferencing with their ELA and ESL teachers to identify any specific areas that they may need support in terms of language objectives. The speaking modality is also integrated to writing because students write in the manner that they speak. Instruction also targets achieving academic English and understanding the difference between academic (formal) or informal English.

In addition all ELLs that have received services for 4 to 6 years are tested using Gates MacGinitie and are informed of their level and the year's goal of moving up two levels.

d. Long-Term ELLs

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

The plan with long term ELLs in both Middle School and High School is to focus on the challenges they are facing with language acquisition and to work with them in smaller groups to provide more attention to their specific language needs. Crucially, on the high school level, the academic needs of long-term ELLs are re-mediated with their individual and social realities in mind.

6. At WHEELS, we strive to maximize comprehensible input via the structuring of every single lesson, every single day. This means that teachers offer predictable rituals and routines at the start which include the reading and discussion of learning targets (for skills, content and language alongside habits of work and learning); mini lessons; clarifying questions, guided practice, independent practice and meaningful meta-cognitive debriefs.

A. Programming and Scheduling Information

WHEELS' classrooms boast a series of shared practices which seek to allow students multiple tries with dense (often non-fiction) texts. Simultaneously, teachers of all subject areas offer multiple paths to this content (sometimes via maps, charts, graphs, and less text-dense artifacts) so that all students can demonstrate content-based mastery en route to English language fluency. At every grade, students have access to materials in heritage languages, as well as diverse selection of leveled independent reading materials.

The high school has a high percentage of ELL-SWDs, and ensures that mandated IEP services are met in addition to the required ESL support. At every grade level, small group, pull out instruction is provided in ELA, Social Studies, Math, and Science. Dually-licensed special education instructors provide support in ELA, Math, and Social Studies, ensuring the implementation of IEP mandated goals and services. Student/instructor ratios of less than 10 to 1 ensure that instructors service both the language and IEP needs of ELL-SWDs.

ELL-SWDs, in addition to receiving targeted content support, are provided with literacy support everyday during a literacy/crew period. In this period, ELLs and ELL-SWDs engage with a variety of leveled texts and comprehension strategies, sometimes receiving additional remediation through the Wilson Reading program or resource pull-out as needed. Counseling is provided on the high school level by two full time counselors that speak Spanish.

7. There are no self-contained classes at WHEELS; our school implements an inclusion model, integrating ELL-SWDs with non-designated students in every grade and content area in the high school, ensuring students receive the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

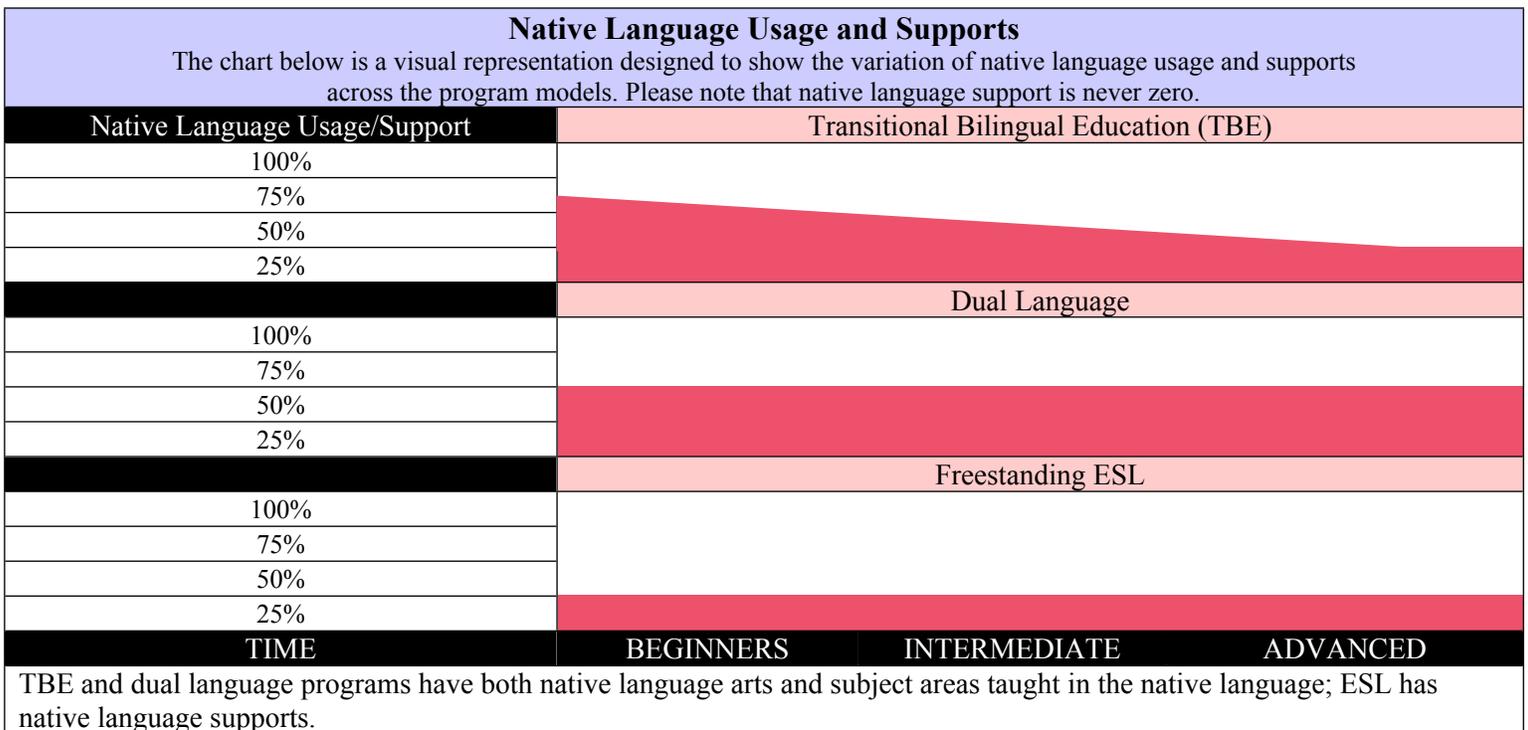
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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

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



B. Programming and Scheduling Information--Continued

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

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 these 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.

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 English and respond to what I listen to.

I can participate in silent reading for 30 minutes during class.

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.

11. What programs/services for Ells will be discontinued and why?

None of our current programs are being discontinued. Next year we will have grades 6-12 which is one extra grade next year. We predict our ELL population may increase during the 2012-2013 school year.

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

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

Our extracurricular activities begin next week November 1st, 2011. This year we will be surveying all of our Ells to get an accurate idea of what extracurricular programs they will participate in this year.

12b. Afterschool programs are funded through a combination of Tax Levy, Tittle I and Title III funds.

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

We have been working diligently to ensure the appropriate materials are being used effectively. Currently, we have a computer which is utilized on a rotating basis by all of our students including Ells. The computer lab provides a wonderful opportunity for students to use technology while practicing the four modalities. We also have laptop carts which Ells use as needed for their classes. Smart-Boards and ELmos are used for multiple subjects in almost every classroom. The workshop model is used for ELA, and authentic materials representative of the students' cultural background and personal experiences are included in multiple classes. There are also leveled classroom libraries designed to promote the students interest with materials in varying genres.

Students' native language is supported by the availability of native language materials related directly to all of the content in all classes. For the 2011-2012 we are looking to enhance our native language libraries in middle school in each content area.

Language dictionaries and libraries are also available on an as-needed basis. We also provide students with bilingual staff such as administrators, teachers, Parent Coordinator and Counselors to help students transition from middle to high school. Our 9th grade holds an orientation before school begins to familiarize students and families with our school's goals, procedures, and programs, to make their transition a smooth and informed one.

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

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

Dictionary in English and Native Language

Translator

Picture books

Leap pad reading device for beginners

Literature in Native Language

English leveled texts

PC /Laptop Access

Manipulatives for Math, Science and Social Studies

Ells 4 to 6 years Middle School & High School

Dictionary in English and Native Language

Translator

Literature in Native Language

English leveled texts

PC/Laptop Access

Manipulatives for Math, Science and Social Studies

Long term Ells 6+ years Middle School & High School

Dictionary in English and Native Language

Translator

Literature in Native Language

English leveled texts

PC/Laptop Access

Manipulatives for Math, Science and Social Studies

Special Education Ells in Middle School & High School

Dictionary in English and Native Language

Translator

Picture books

Leap pad reading device for beginners

Literature in Native Language

English leveled texts

PC /Laptop Access

Manipulatives for Math and Social Studies

Last year we bought 30 mp3 players and about ~60 books on cd. We also purchased about 50 graphic novels (Bone, Wimpy Kid, Dear Dumb Diary, Captain Underpants) for our ELL population.

14. In middleschool native language support in our ESL program will be provided by the purchase of more content specific books in Science and Social Stuidies this year 2011-2012. In math and native language texts we have the adequete types of texts that our ELL population needs.

15. Required services support the ELLs ages and grade levels, as do resources provided. Every effort is made to provide leveled and adapted texts that are age appropriate to the students at WHEELS, as are activities, projects, and expeditions organized by each grade team. On grade team levels and with departments early in the year teachers examine their materials and make sure they are appropriate for their level and age.

16. The parents of newly enrolled students attend a parent orientation and workshop prior to the opening of school which informs them of the different programs available for their child. In addition, new students have the opportunity to meet their new teachers. During these orientations, students also receive an assignment to complete before the beginning of the school year. New arrivals also meet the ESL

teachers, guidance counselor and team leader of their grade. This provides new students an opportunity to become acclimated to their new environment and also provides teachers the opportunity to gain a deeper understanding of students' background, academic interests and language needs.

17. In middle school there is no language option but we do have native language text and independent reading materials readily available in each middle school classroom.

HIGH SCHOOL

8. Because grade-wide teams serve as the backbone of our planning teams, ESL teachers meet with, plan with and sometimes serve as leaders of these grade-wide teams. This means, for example, that the judicious scheduling of adults (with roughly a 2:27 ratio) allows for maximum support for ELLs. This means that subject teachers serve as expert teachers in content driven ways which allows ESL teachers to offer on-going literacy support to all students in general and ELLs in particular. This means that ELLs can participate in all small group work and on-going whole class threads of classwork.

At the high school level, the content support provided by ESL push-in services is determined via data streams provided by school-wide interim assessments and state assessments such as the Regents and the NYSELAST. Data indicating that intermediate and advanced ELLs require vocabulary support in science and social studies inspired the WHEELS push-in model.

Small group pull out instruction in all content areas is directly determined by instructor assessment of students. The Gates MacGinitie reading and vocabulary assessment is used as a diagnostic, along with teacher created assessments in order to select students requiring pull-out support in ELA. Regents data and teacher created assessments also determine pull-out services in social studies, science, and math. In addition, each high school trimester ends a week of "Intensives"—targeted remediation across all content and high school grade levels.

All targeted interventions described above are developed through a collaboration between content, ESL, and special education instructors. NYSELAT data indicates that WHEELS' ELLs, across all levels, require the most support in reading and writing. Literacy instruction and content/ESL alignment are designed with this in mind. For specific information regarding content area descriptions, see question 3.

9. Again, because at WHEELS we have opted to embrace a paradigm which supports all ELLs, most of our students, regardless of entitlement to services, former ELLs currently entitled to services sit in the same classes, in the same work groups as those students who have already tested out via the NYSELAT.

However, former ELLs still entitled to services receive all entitled accommodations on state assessments, in the case of high school, the Regents. These accommodations are coordinated by the Assistant Principal for high school and the ESL department. All grade levels receive, in September, lists not only of ELLs entitled to accommodations, but also former ELLs as well as a description of their entitlements. Former ELLs and content instructors receive Regents provided glossaries to use to supplement instruction, as well as provide predictable accommodations to all ELLs and former ELLs.

10. At WHEELS, we have been thinking through ways in which all students can participate more fully in the leadership of the school community. One proposal includes having students, ELLs among them, serve on a school-wide Student Led Conference committee.

11. Currently, no services for high school ELLs are slated to be discontinued.

12. Because we encourage heritage language use both during and after school, students who are first-language (usually Spanish) dominant can freely socialize in Spanish during all after school activities, clubs and sports programs.

WHEELS provides a diverse selection of after school and supplemental programs. Varsity and junior varsity basketball, baseball, track, and soccer are offered to high school students. Student government, theater, a student magazine, an Expedition art intensive after school program, band, and yearbook are all extra-curricular programs offered to WHEELS students. In addition ELL students participate in a translator program, acting as translators for teachers during student conferences, as well as student docents who escort and facilitate visitors to WHEELS. After school tutoring in every content area, as well as a BETA run writing center provide supplemental support to WHEELS students. After school credit recovery and Regents prep programs are offered throughout the year. ELLs and former ELLs participate fully

in each of these programs, in fact, make up the majority of participants in many of the above programs.

13. ELLs have equal access to all desk top, lap top and mobile technology at WHEELS, as well as cameras and Flip video cameras. In a film course, as well as throughout content area classes, ELLs utilize school technologies to make meaning of content of their experiences.

Native language texts are available in content areas—in the form of textbooks, as well as supplemental fiction and nonfiction texts.

14. Within our ESL program, native language instructional materials are available to ELLs within the majority of their classes. Non-fiction materials, including text books, as well as fiction materials are made available to ELLs for textual support.

15. Yes. As WHEELS ELL students range in levels and age, special attention is paid to the developmental appropriateness of academically leveled content. The ESL department ensures not only that native language texts are available to students, but also that English texts address age and content appropriate materials. For example, ELL students reading Shakespeare have access not only to standard English and audio versions of the text, but also graphic interpretations of the mature and challenging language.

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

WHEELS insures that all parent meetings are either conducted in, or that translation is provided for, the student's heritage language.

Newly arrived high school ELLs are placed within a formalized buddy system, ensuring new students have a native language speaking peer that can facilitate access to the school's community. In addition, all students are placed in a small advisory/crew group. This group acts as a peer support group, a family away from home of sorts, for newly arrived students. High school counselors that speak Spanish also work to ease transition of newly arrived students.

17. Currently, Spanish is offered to all ELLs.

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. 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 12th 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 between 12-16 they are responsible for throughout the year.

E. Parental Involvement

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

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

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

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

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

3. How do you evaluate the needs of parents?

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

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 Wrap assesment tools allow us to place students in literacy groups which all students attend early on in the school every school year. The ESL coordinator and teacher Mrs. Rodriguez identifies independent and instructional reading levels of all ELLS and this data is shared by teams with a grade level spreadsheet. This data allows to place ELLs in specific groups to receive targeted and more individualized instruction.

In the Math state exam for the 2010-2011 year 87% of middle school Ells received above a 2. In the 8th grade of the Ells that took the test in 2010-2011 75% receive a 2 and 25% received a 1. In ELA state exam middle school 62% of Ells received a 2 or higher.

The success of our ESL program is analyzed by the administration and ESL coordinator by looking at how our ELLs are meeting the standards in recieveing at least a 2 , meeting the standards in the 3 state exams administered annually to the middle school grades. In addition a second goal for our Ells is Literacy and each ELL student has an individual goal of increasing their grade level reading by at least 1 year and a half. Success in literacy is measured by the periodic administration of the Gates MacGinitie tests which test vocabulary and comprehension. This data is reviewed by grade level teams and is shared with all middle school teachers in specific grades. With the data ELLs are placed in small groups for instruction in ELA classes.

High School

The early literacy skills of ELLs are assessed on the high school level primarily within the larger ELA classroom. Classes participate in the scheduled administration of the Gates McGinnity assessment of reading levels, adding to a portfolio of assessment data that follows each WHEELS student. These formal assessments, including Regents data, provide additional information to support the data supplied via the NYSELAT. In addition, students identified via formal and informal assessments as requiring additional literacy support take part in daily small group instruction in ELA, social studies, and science classes. The NYSELAT data confirms, largely, informal and formal assessments administered in classes. These data streams reveal that overall, high school ELLs require additional support in reading and writing, with a smaller emphasis on listening and speaking. In addition, a high percentage of high school of ELLs are identified as requiring special education services. In these cases, IEPs, along with language goals and graduation requirements, guide literacy instruction and implementation.

High School ELL data:

51 ELLs

IEPs

28 ELLs w/IEPs

55% identified

NYSESLAT Assessment Data for High School:

Overall

Beginners=4 (8%)

Intermediate=31 (61%)

Advanced=16 (31%)

Listening/Speaking

Beginners=1 (2%)

Intermediate=7 (14%)

Advanced=16 (31%)

Proficient=27 (53%)

Reading/Writing

Beginners=3 (6%)

Intermediate=32 (63%)
Advanced=16 (31%)

Long Term ELLs
41 students with 7+ years
80% long term ELLs

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

High School

The early literacy skills of ELLs are assessed on the high school level primarily within the larger ELA classroom. Classes participate in the scheduled administration of the Gates McGinnity assessment of reading levels, adding to a portfolio of assessment data that follows each WHEELS student. These formal assessments, including Regents data, provide additional information to support the data supplied via the NYSELAT. In addition, students identified via formal and informal assessments as requiring additional literacy support take part in daily small group instruction in ELA, social studies, and science classes. The NYSELAT data confirms, largely, informal and formal assessments administered in classes. These data streams reveal that overall, high school ELLs require additional support in reading and writing, with a smaller emphasis on listening and speaking. In addition, a high percentage of high school of ELLs are identified as requiring special education services. In these cases, IEPs, along with language goals and graduation requirements, guide literacy instruction and implementation.

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IEPs
28 ELLs w/IEPs
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Overall
Beginners=4 (8%)
Intermediate=31 (61%)
Advanced=16 (31%)

Listening/Speaking
Beginners=1 (2%)
Intermediate=7 (14%)
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Proficient=27 (53%)

Reading/Writing
Beginners=3 (6%)
Intermediate=32 (63%)
Advanced=16 (31%)

Long Term ELLs

41 students with 7+ years
80% long term ELLs

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: MS348

School DBN: 06M348

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

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)
	Network Leader		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

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

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. Currentlly 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.

2012-13 Comprehensive Education Plan (CEP)

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: MS 348 Wheels	DBN: 06M348
Cluster Leader: Michael Alcott	Network Leader: Emily Sharrock
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u> # of certified ESL/Bilingual teachers: <u>5</u> # of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At the Washington Heights Expeditionary Learning School (WHEELS) language instruction for ELL students will also include a Title III-funded after school program. We will serve english language learners students in grades 6 to 12 via an after school programs to address students' needs in reading, writing, listening and speaking. In the Saturday program for Middle School there will be two ESL teachers 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. This year the Saturday program will also incorporate the use of photagraphy as a medium for teaching language and promoting language development.

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.

AFTER SCHOOL PROGRAMS 2012-2013 (Language of Instruction for all programs is English)

Sessions, Teacher Qualifications, Days and Times of Operation

ESL/Literacy: 9 sessions (3 hours per session)

Saturdays 9-12

2 -ESL certified teacher (begins January 19)

ELD component:Language support through vocabulary work (root words), listening strategies and devloping fluency in English.

6th grade Math Club: 20 sessions (1 hour each session)

1- Bilingual Certified Teacher

Wednesdays 3:04-4:05 Start Nov 7th -April 24th

ELD component: Using mathermatical problem solving strategies

Part B: Direct Instruction Supplemental Program Information

Non-Fiction writing: 40 Sessions (1.5 hours each session)

1-ESL certified teacher

Wednesdays & Thursdays 3:15-4:45 Start Nov.5th-May 2nd

ELD component: Writing focused on developing language and fluency.

Extracurricular Fun NYC: 40 sessions (1.5 hours per session)

1-ESL teacher,

Monday & Tuesdays 3:15-4:45

ELD component: Learning Experience approach to learning language.

8th Grade Study Seminar: 40 sessions (1 hour per session)

Tuesday and Wednesday 3:05-4:05

1- ESL certified teacher

ELD: Writing process as it relates to assignments assigned in ELA and Social Studies.

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 our ESL certified teacher and ELL Coordinator, Mrs. Rodriguez . Suggested sessions and tentative dates include, for example:

SIOP -How can I incorporate academic language and vocabulary development for ELLs? (August 2012)

Part C: Professional Development

Using Diagnostics to understand our students as readers and writers. 2 sessions (October 2012)

Looking at ELL student data. 1 session (October 2012)

Using student data to develop lessons. 2 sessions (October 2012)

How do I create a space for interaction with language in my classroom? (January 2013)

How can I make science accessible to my English language learners? (February 2013)

What are multimodal literacies and how can I incorporate them into my classroom?(March 2013)

Why is prior knowledge important in teaching the English language learner population?(May 2013)

How do graphic novels and text support English Language Learners? (March 2013)

What are specific strategies for activating prior knowledge/schema? 2 sessions(May 2013)

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

Part D: Parental Engagement Activities

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 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. 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 school year 2012-2013 have hired 2 college counselors which will assist and guide all students in highschool including our english language learners as they apply and explore college options.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		