

**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**UPDATED 2014-2015**

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

**06M348**

**School Name:**

**WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL**

**Principal:**

**BRETT KIMMEL**

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Brett Kimmel	*Principal or Designee	
Liz Savicz	*UFT Chapter Leader or Designee	
Karina Demorizi	*PA/PTA President or Designated Co-President	
Luz Jimenez	DC 37 Representative, if applicable	
Erika Cabrera	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Aurora Cushner	CBO Representative, if applicable	
Alba Hernandez	Member/ Parent	
Vielka Ruiz	Member/ Parent	
Rigoberto Tejada	Member/ Parent	
Monica Ballenilla	Member/ Parent	
Gabrielle Smith	Member/ UFT	
David Lenzner	Member/ UFT	
Lorianny Almonte	Member/ Student	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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 Pre-K-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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 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 preK, K, 6-12). All WHEELS faculty will be supported by team leaders, by APs, and by our school principal.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. 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 (preK, K, 6-12). All WHEELS faculty will be supported by team leaders, by APs, and by our school principal.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 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. Timeline for implementation and completion including start and end dates**

1. While this goal will be in place for the 2014-2015 school year, we expect that these minimal standards will continue to exist beyond this school year, with revision each year.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

##### **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:

1. **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.
2. **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.
- 3.

**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).

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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

## Goal and Action Plan #2

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 Pre-K-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 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 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 preK-12). All WHEELS faculty will be supported by team leaders, by APs, and by our school principal.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. 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 preK-12). All WHEELS faculty will be supported by team leaders, by APs, and by our school principal.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 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. Timeline for implementation and completion including start and end dates**

1. While this goal will be in place for the 2014-2015 school year, we expect that these minimal standards will continue to exist beyond this school year, with revision each year.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

##### **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:

1. **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.
2. **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.
- 3.

**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).

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 Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

### Goal and Action Plan #3

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.

All teachers' will receive an effective or highly effective teacher evaluation rating for the 2014-15 school year.

#### Comprehensive Needs Assessment

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

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

#### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### A. Strategies/activities that encompass the needs of identified subgroups

1. *New teachers participate in approximately two weeks of summer PD to help familiarize them with the Expeditionary Learning model.*
2. *All teachers participate in one week of summer PD to support their work around creating interdisciplinary Learning Expeditions connected to the Common Core.*
3. *Teachers will participate in weekly PD every Friday.*
- b.
4. *Every teacher will participate in an off-site PD facilitated by Expeditionary Learning, School Designer, Dr. Margaret Riordan*
- 5.

##### B. Key personnel and other resources used to implement each strategy/activity

1. *New teachers participate in approximately two weeks of summer PD to help familiarize them with the Expeditionary Learning model.*
2. *All teachers participate in one week of summer PD to support their work around creating interdisciplinary Learning Expeditions connected to the Common Core.*
3. *Teachers will participate in weekly PD every Friday.*
- b.
4. *Every teacher will participate in an off-site PD facilitated by Expeditionary Learning, School Designer, Dr. Margaret Riordan*
- 5.

##### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. PD is anticipatory and responsive to emergent WHEELS staff needs, as informed by:
2. grade team meetings;
3. department meetings;
4. coaching sessions by mentor teachers, if applicable;
5. observations by APs.
- 6.

##### D. Timeline for implementation and completion including start and end dates

1. Implementation occurs during the 2014-15 school year.

##### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Hiring Committee
2. 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.
- 3.
4. Recruitment: December-April
5. WHEELS seeks to maximize the number of quality applicants by employing the following strategies:
- 6.
7. 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.
8. 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.
- 9.

***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).

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.

x

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

## Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

#### **D. Timeline for implementation and completion including start and end dates**

1.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

### **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).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

### **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).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.									
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.									

### Academic Intervention Services (AIS)

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

***Description***

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

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
See goal 3

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
See goal 3

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
n/a

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers sit on the leadership team and school cabinet

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities 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**  
**MAY 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

**DBN: 06M348**

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

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

contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$452,558.70	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$12,708.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,698,744.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

<b>Part A: School Information</b>	
Name of School: <u>MS348 WHEELS</u>	DBN: <u>6M348</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>73</u>
Grades to be served by this program (check all that apply):
<input checked="" 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

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 6

# of certified ESL/Bilingual teachers: 5

# of content area teachers: 1

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; ELL ACHIEVEMENT PROGRAM. We will serve English language learners students in grades K and 6 to 12 via after school programs to address students' needs in reading, writing, listening and speaking. 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 content in the native language of our ELL population. We have been working diligently to ensure the appropriate materials are being used effectively. Currently, we have several mobile computer labs, which are utilized on a rotating basis by all of our students including ELLs.

AFTER SCHOOL PROGRAMS 2014-2015 (Language of Instruction for all programs is English)

# Sessions, Teacher Qualifications, Days and Times of Operation

Kindergarten Language Development: 30 sessions (2 hours per session)

Tuesdays and Thursdays 3:20-5:20

1-ESL certified teachers; 1 Gen-Ed Teacher

ELD: Development of social and instructional language

7 ELL Students; 25 students in the program total; (all students 'new comers', as entering Kindergartners.)

Rationale: Provide early targeted intervention to Kindergarten students to help them better reach developmental and language benchmarks. Also provide students with more opportunities to interact with one another in an academic setting. ELL students will be interacting with English dominant students for an extra two hours twice a week which will further enhance their language development. If students develop stronger language and academic foundation in Kindergarten they will be better prepared for upcoming grades. In addition there will be a music and art component that will reinforce different learning styles for students.

6th Grade Math Intervention 40 sessions (1 hour per session)

Mondays & Wednesdays 3:00-4:00

1-Bilingual certified teacher

ELD: Using mathematical problem solving strategies

24 Students total: 12 struggling 6<sup>th</sup> Graders paired with a 7<sup>th</sup> or 8<sup>th</sup> Grader.

Rationale: To support ELL and Former ELL students with math development while also offering them the opportunity to discuss content with peers and improving their listening and speaking skills.

7th Grade Study Seminar 20 sessions (1 hour per session)

Tuesdays 3:05-4:05

## Part B: Direct Instruction Supplemental Program Information

### 1-ESL certified teacher

ELD: Writing process as it relates to assignments assigned in core classes

### 12 Students

Rationale: Support ELL students with literacy and Social Studies. Student work has demonstrated that struggling students need to develop conceptual understandings and Social Studies skills in order to achieve higher academically. The small group targeted support will help students with content understandings and also focus on writing in Social Studies, knowledge that can also be used when writing for other content classes.

(HS) ESL/Literacy: 30 sessions ( 1.5 hours per session)

Mondays & Wednesdays/3:15-4:45

### 1-ESL certified teachers

ELD component: Language support through reading and writing strategies for developing fluency in English

### 15 Students

Rationale: As a school community where over 90% of students indicate a home language other than English, almost all of our students in the middle school and high school are ELLs, regardless of entitlement to services. As such, we will make a prioritized effort to serve current ELLs, former ELLs, then all ofther students. Given the high level of academic rigor in all WHEELS students' programs, we will utilize the seven reading strategies (activating schema; asking questions; drawing inferences; creating sensory images; determining importance; sythesizing and using fix up strategies) along with the six plus one writing strategies.

(HS) ESL/Numeracy 30 sessions (1.5 hours per session)

Tuesdays & Thursdays/ 3:15-4:45

### 1-ESL certified teachers

ELD component: Using mathematical problem solving strategies

### 15 Students.

Rationale: Given the aforementioned school-wide use of seven reading strategies and six plus one writing traits and the inter-connnctedness of iteracy and numeracy, all after school sessions will use these same stratgies. Additionally, Blue Engine Teaching Assistants will be utilized when appropriate, to further differentiate instruction.

## 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: According to the NEA, research shows that "ongoing professional development allows teachers to share their ideas and concerns and support one another in finding ways to work effectively with ELLs." It is important that teachers engage in this dialogue and work because it gives teachers more tools to help close the acheievment gap for ELL studentts. The Title III Professional Development will include three PD sessions of 1 hour after school devoted to the needs of ELLs and will

### Part C: Professional Development

be aligned to the NYS 'Blueprint for ELL Success.' Teachers participating will be all staff of the ELL Achievement Programs. The meetings will take place on the fourth Friday of the month in January, March and April 2015 . The professional development will be provided by our ESL certified staff. The topics to be covered are as follows:

- Looking at student data/work to understand our students as readers and writers. (January 23, 2015)
- Examining and sharing best practices for all classes to use that reinforce language development for ELLs(March 27, 2015)
- Providing instructional supports to ELLs with disabilities in alignment with their IEPs. (April 24, 2015)

### 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 at 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 Led Conference in which they present their work to their parents and reflect on how they are learning in all of their classes.

All Ells have a crew advisor (teacher) who is in constant communication as needed with the parent/guardian in regards to behavior, academic and language progress. We offer information sessions regarding the schools culture, progress, and continuity of services at the beginning of the school year. We are in consistent communication with the families of ELL students to keep them informed of student progress and give parents opportunities to ask questions and offer information about their children. The needs of the parents are evaluated by having one to one meetings with parents as needed. In addition meetings that are organized by the Mr. Perez the parent coordinator that focuses on specific issues important to parents of Ells. Each parent has a crew advisor for their child, which is the primary contact for any immediate issues and concerns. In addition each grade has a crew leader, which is dedicated to the families needs on grade level. Grades 6-8 have one dedicated guidance counselor and grades 9-12 have another guidance counselor in addition to a college counselor.

In Middle School and High school 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 NYS Regents Examinations, PSATs etc.).

## Part D: Parental Engagement Activities

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 Led 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 high school 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 high school. 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 2014-2015 have 2 college counselors and an alumni coordinator who will assist and guide all students in high school including our English language learners as they apply and explore college options.

Additionally, this year we have grown to include grades Pre-K and K as well. Parental involvement has been an integral part of the successful launch of our elementary school. Parents have been included and involved with Community Circles. Each week, the whole elementary school will meet together in a shared space from 8:50 am to 9:20 am. Classes will take turns planning and running these meetings. Each meeting may include activities such as a greeting, sing-along, sharing of student work (including performances), public appreciations, structured conversation (i.e. reflection on a quote or reading), announcements, and/or service learning updates. Family members will be invited to community meetings as a way to strengthen our community and share school activities with families. Other family activities will include family potlucks, family welcome dinners, orientations, home visits and volunteer opportunities in an effort to engage all families, including the families of ELLs, in the school community.

Lastly, The Family and Teachers Association (FTA) is an active collective working to improve our school community. The FTA will work to raise additional funds for the school, specifically for arts enrichment programs, parent workshops, and family nights.

The FTA and school will plan regular family nights (monthly), which will include fun activities for the entire community and provide information about curriculum.

## 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)	_____	_____

**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.
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>6</b>	Borough <b>Manhattan</b>	School Number <b>348</b>
School Name <b>Wheels</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Brett Kimmel</b>	Assistant Principal <b>Karen Corvino</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jacqueline Rodriguez</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Rachel Folger/S.S</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Miguel Perez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>650</b>	Total number of ELLs	<b>106</b>	ELLs as share of total student population (%)	<b>16.31%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE							20	13	15	27	15	9	7	106
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	20	13	15	27	15	9	7	106

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	37
SIFE	9	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	59

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	16	4	0	31	3	10	59	2	27	106
<b>Total</b>	<b>16</b>	<b>4</b>	<b>0</b>	<b>31</b>	<b>3</b>	<b>10</b>	<b>59</b>	<b>2</b>	<b>27</b>	<b>106</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							20	13	15	27	15	9	7	106
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>13</b>	<b>15</b>	<b>27</b>	<b>15</b>	<b>9</b>	<b>7</b>	<b>106</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	1	0	2	0	0	0	6
Intermediate(I)							4	2	3	14	4	3	4	34
Advanced (A)							13	10	12	11	11	6	3	66
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>13</b>	<b>15</b>	<b>27</b>	<b>15</b>	<b>9</b>	<b>7</b>	<b>106</b>

**NYSESLAT Modality Analysis**

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

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	2	0	0	19
7	5	7	0	0	12
8	9	6	0	0	15
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	17		3		0		0		20
6	5		5		2		0		12
7	9		4		1		0		14
8	19		2		0		0		21
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		10		6				19
8	4		15		3				22

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Wheels uses DRA and WRAP to assess all ELLs in our school. Assessment data is shared with all grades in a master spreadsheet. The data shows the independent, frustration and instructional levels of all ELLs. The data is used to plan instruction at Department level.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In grades 6-8 ELL students in 2013 did better on the speaking and listening parts of the NYSESLAT than in the reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

**Paste response to question here:**

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

**Paste response to questions here:**

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

**Paste response to question here:**

6. How do you make sure that a child's second language development is considered in instructional decisions?

**Paste response to question here:**

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

**Paste response to questions here:**

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

#### 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. 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 this year departments ELA, Math and Social Studies for Middle School to be consistent with the needs of all students including Ells and special needs.

The data provided in the NYSESLAT, baseline assessments administered in the beginning of the year will help determine the needs of our ELL 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 baseline assessments which are provided by the NY State Dept of Education and focus on specific learning targets. 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. Gates-McGinitie reveals the vocabulary level and reading level three times per year.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

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.

Paste response to question here:

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Paste response to question here:

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.

Paste response to question here:

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

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

Paste response to question here:

## 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. 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 selections forms. If parents do not return the form, they are informed that although their default choice is Transitional Bilingual, their child is being serviced in a freestanding ESL program, as that is our current model, based on parent selections.

This entire process – from initial identification, assessment, and program selection – occurs within the first 10 days of a student's admission to school. The primary person responsible for the ELL identification process is Ms. Jacqueline Rodriguez, a certified ESL teacher who is fluent in Spanish and English. She conducts the initial interview, administers the Home Language Information Survey, administers the LAB-R, makes the initial assessment. 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 2013-2014 Mrs. Rodriguez will be training two more pedagogues who can assist in the identification process of newly admitted students to NYC DOE schools. According to the Parent Survey and Program Selection Form for newly arrived students usually 3-5 per year, 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 100% 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.

Each year the language acquisition progress of all English language learners is assessed on the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to analyze the language growth of our students by measuring student proficiency in speaking, listening, reading, and writing. NYSESLAT test results determine student qualification for ELL services and

provide important insight into the educational needs of our ELLs. Assessment results influence educational decisions for the following school year. A team of certified teachers works together to test the ELLs in each modality, using the appropriate grade level assessments. We review all procedures and expectations for each aspect of the test. Test directions, scoring guides, rubrics, exemplars, and practice sets provided by NYS provide clear guidance through the process.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

**Paste response to questions here:**

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)?

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

**Paste response to question here:**
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

**Paste response to question here:**
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

**Paste response to question here:**
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

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

Paste response to question here:

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

Paste response to question here:

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

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

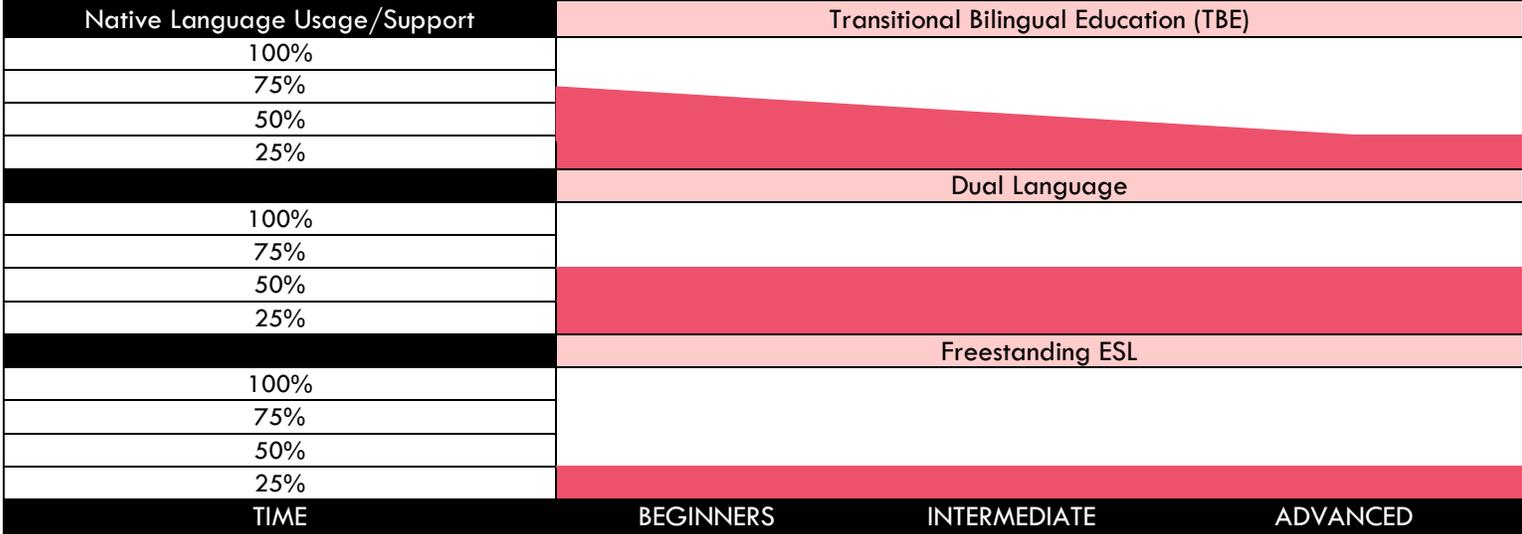
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
**Paste response to question here:**
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Paste response to question here:**
11. What new programs or improvements will be considered for the upcoming school year?  
**Paste response to question here:**
12. What programs/services for ELLs will be discontinued and why?  
**Paste response to question here:**
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Paste response to question here:**
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
**Paste response to question here:**
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
**Paste response to question here:**
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
**Paste response to question here:**
18. What language electives are offered to ELLs?
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to questions here:**

**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 push-in , pull-out , IntergratedCollaborative Teaching and Departmentalized models. 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 in the science and social studies in middle school. Mrs. Rodriguez certified ESL teacher pushes in to Science and Social Studies in 8<sup>th</sup> grade, and also pushes into Science in 7<sup>th</sup> grade. In these classes ELLs are provided with language support. Ms. Junius the second ELL certified teacher pushes into Social Studies in 6<sup>th</sup> grade, she also does an ELL S.S pullout in 7<sup>th</sup> grade and 8<sup>th</sup> grade ELA pullout. During literacy block ( 50 minutes) three times per week all 8<sup>th</sup> grade ELLS participate in 5 week rotations of computer literacy, books clubs or curent events throughout the year. During Literacy block in 7<sup>th</sup> grade ELLS participate in rotations of book club, Math targeted intervention and computer literacy. All sixth grade ELLS during literacy block participate in Wilson or reading with audio books, reading non-fiction texts and developing vocabulary.

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)?

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. ELL students also get minutes during our Literacy period three times per week.

There are 2 teachers dedicated to our ELLS in M.S and this year the breakdown is as follows

Rodriguez services 7-8<sup>th</sup> grade Science, and 8<sup>th</sup> grade S.S ( 28 ELLS)

Junius services 6,7,8<sup>th</sup> grade ELLS ( 48)

( schedules of teachers will be attached)

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. ELA teachers all structure turn and talk as well as think pair share to daily lessons. Student listening and speaking skills are addressed through modeled talk and Socratic seminars.

In addition our 6<sup>th</sup> grade ELLs receive ELA LAB three times per week. In ELA LAB students have predictable routines and practice fluency everyday. In writing students are provided with sentence starters and graphic organizers are used to organize thoughts before writing. Students have access to translators and refer to them during partner, group and independent work. Images and read alouds utilized in ELA LAB are used to support the ELLs in language development.

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. In addition to promote language math chants are included in specific lessons in 6<sup>th</sup> and 7<sup>th</sup> grade. Our math department uses the Gradual Release of Responsibility (GRR) model to give ELL students the support they need to reach mastery. Math teachers reduce anxiety for ELL students by utilizing predictable routines and signals. Graphic organizers and manipulatives are used to provide a visual understanding for mathematical concepts

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. Social Studies teachers employ preview and review reading strategies with non-fiction texts alongside graphic organizers. The department utilizes predictable routines to reduce anxiety. Teachers structure lessons to allow for accountable talk with small groups and partners to provide multiple opportunities for ELLs to practice vocabulary. Teachers frequently use videos and other images as an access point for more challenging texts as well as providing differentiating texts to match reading levels. Students participate in whole class discussions including class debates, Socratic Seminars and independent presentations to the class.

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. Science teachers, like the other departments, use predictable daily routines to reduce student anxiety. When writing lab reports teachers provide graphic organizers and sentence starters to

guide students through the writing process. Additionally students are able to see exemplar work and rubrics to assess their own learning and to set personal goals for their own academic progress. Students also use an interactive science notebook strategy so that their learning is organized and they have their own reference materials.

4. Ells in our ESL program are evaluated in native language in Middle School by with the WRAP reading level tool which is available in Spanish and English when they enter 6<sup>th</sup> grade.

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 and after school tutoring through Title III. Long term ELLs and beginners are provided with special instruction, tutoring, and smaller class sizes. ELLs with special needs, in addition to programs mentioned, are also provided with Wllson, resource room and counseling as needed. Intermediate and Advanced students need to focus on both reading and writing, intermediate more so than the advanced students. These students are also provided with the same materials as beginners, as well 37.5 minutes extended day tutoring and Title III after school programs.

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 with 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 are palced in a class where about half of students are also in process of acquiring English They also receive support from the guidance counselor in order to ensure they feel comfortable and supported in their learning environment. All new comers meet with the ESL teacher and Coordinator to make sure they have translators, dictionaries available to them in all of the classes they attend.

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

c. ELLs with 4-6 years

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

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

d. Long-Term ELLs

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

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 and chair to ensure that all the materials used in general education classes are accessible to all ELLs with special needs. We look closely at their IEPs to determine what they are most in need of to provide them with an adequate form of instruction. ELLs with special needs are also members of smaller or split classes, affording them significant increases in teacher attention.

9. One intervention we are using in 7<sup>th</sup> and 8<sup>th</sup> grade ELA is to provide immediate feedback to ELL students reading responses which are all done electronically. Engaging students with technology and their reading is something we started this year and will plan to use in the future. In 6<sup>th</sup> grade ELL Math students are getting targeted interventions in response to learning targets ( skills) they are not mastering ( mastering is 80% or higher).

10. Providing immediate feedback to student reading responses allows ELL students to recognize how they are responding and writing. It also makes learning engaging and increases academic language. Reviewing learning targets in math is effective because students get more time with specific math skills ( learning targets) they are having difficulty with.

11. There are no new programs we are considering for our ELLS this year.

12. This year we will not have the Saturday ELL/Literacy Enrichment program because the teacher who created the program is not available to provide the program this year and no other staff is available to coordinate it and teach it.

13. All ELL students are encouraged to participate in all after school programs. Crew leaders inform parents of all opportunities that are available once we know what programs are available inside school and with outside organizations. The FTA president also communicates with parents of ELLS via phone calls and mailings about new programs and opportunities that exist throughout the year.

2013-2014 Academic After School Programs

6<sup>th</sup> Grade Study Seminar:

8<sup>th</sup> Grade Study Seminar:

7<sup>th</sup> Grade Math:

7<sup>th</sup> Grade ELA Enrichment:

8<sup>th</sup> Grade Math: Lau 40 hrs

2013-2014 Sports/Arts/Other

Futures & Options

Band

Track

14. 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 also have a laptop cart in every grade level ( 6,7,8) ELLs use laptops in all classes depending on the project and can use the laptops afterschool.

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. 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 9<sup>th</sup> 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

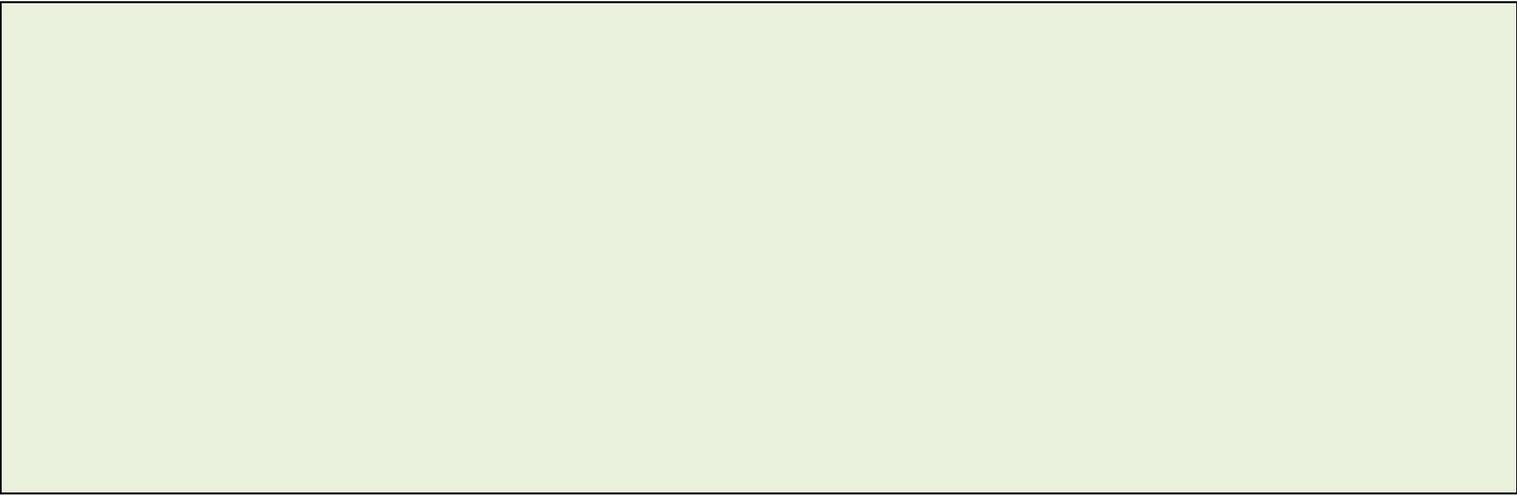
Graphic novels (Bone, Wimpy Kid, Dear Dumb Diary, Captain Underpants) for our ELL population.  
ACTION Magazine to engage ELLS in non-fiction reading at their level of reading.

15. Native language support in our ESL program is provided with content materials in the native language, Spanish. ELL teachers provide native language support as needed in Science and Social Studies.

16. 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.

17. 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. In middle school the Family teacher Association is planning a buddy system where 7<sup>th</sup> grade or 8<sup>th</sup> grade students can help newly arrived ELLs as they are identified. In addition newly arrived students are offered all study seminar for homework assistance in ELA and Math. We invite families of new ELLS who are entering in 6<sup>th</sup> grade to meet with our ELL coordinator in the summer before they begin school at Wheels.

18. There are no language electives in Middle School.



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

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

**Paste response to questions here:**

## D. Parental Involvement

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

### Question #1

Parents as leaders.

Parent participation in school activities.

Selecting one parent per grade to be the class representative( this parent will be responsible for sharing the important information with the parents and also reminding parents about meetings, school events, parent workshops, and activities related to the school community.

Also, integrate cultural traditions for Ell families throughout the school year. Encourage parents participation at home check homework on daily basis. Read and tell stories in their native language. Invite parents to visit their child's classroom regularly. Parents as volunteer at school, main office, cafeteria during lunch.

### Question #2

Yes, parents to be referred to various cultural diverse community services including Alianza Dominicana and the NY Presbyterian Clinic which is housed in the building we occupy on 511 West 182<sup>nd</sup> Street.

### Question #3

By providing the following systems:

1. Through surveys
2. E-mails
3. Letters of information ex. School Calendar/  
Meetings
4. School Messenger
5. Telephone
6. Questionnaires
7. Meetings
8. Engrade Support

## **E. Additional Information**

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

Teacher Schedules are in separate attachment.

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 610348 School Name: WHEELS

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Within 30 days of students being enrolled students are required to fill out a blue card which has a section that asks parents to indicate their primary language. As the year progresses we continue to make sure the needs of the parents are also re-evaluated by having one to one meetings with parents as needed. In addition meetings are organized by Mr. Perez, the parent coordinator, communication with the parent coordinator ensures that all parents receive information in a timely manner in a language they can understand. In addition each parent has an assigned Crew advisor that maintains constant communication with them throughout the year. The majority of our parents speak Spanish and when a teacher can't communicate in Spanish they will seek a translator in our staff to communicate with them in a timely manner. Crew leaders ( advisors) who have 12-15 assigned to them keep on file ( spreadsheet or google document) the data which clearly identifies the parents preferred language of communication. In order to find out what languages our staff speaks we plan to send out a google survey which asks staff yearly what language other than English they speak. In this years survey we found 16 staff members speak Spanish, 3 speak French, 2 Hebrew, 1 Russian, 1 Hindi, 1 Greek, 1 Korean, 1 Norwegian.

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.

After our Pupil Secretary received blue cards she entered the preferred spoken language and written language into the UPPG screen in ATS for the school year of 2013-2014. Our findings indicate that 21% of the parents prefer written and spoken communication in English and 79% of the parents prefer written and spoken communication in Spanish.

Each team discusses the preferred language needs of their parents at Team level meetings and Crew leaders make sure they always communicate with each parent in their preferred language.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In regards to written translations all documents are translated into Spanish by our office staff ( Pupil Secretary, Business manager and Community Associate) and Parent Coordinator. This ensures timely delivery of all communications of parents who prefer English (21%) in written communication or Spanish (79%) in written communication.

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 the oral translation our parents ( 79%) who prefer to communicate in Spanish will have translations provided in Spanish if the staff member only speaks English. The translations will be provided in-house by school staff or parent volunteers who are members of the Family Teacher Association.

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 will send a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. In addition, we will also post in our main office the signs provided by NYCDOE that states interpretation services are available in the school. If the primary language needs of parents changes to a language that is not Spanish we will look at our staff as a resource and/or we will contact the Translation and Interpretation unit at 718-752-7373.