

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M348

School Name:

WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL

Principal:

BRETT KIMMEL

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Washington Heights Expeditionary Learning School School Number (DBN): 06M348

Grades Served: Pre-K, K, 1, 6, 7, 8, 9, 10, 11, 12

School Address: 511 W. 182nd St., New York, NY 10033

Phone Number: 212-781-0524 Fax: 212-781-0742

School Contact Person: Thomas Rochowicz Email Address: TRochowicz2@schools.nyc.gov

Principal: Thomas Rochowicz

UFT Chapter Leader: Liz Savicz

Parents' Association President: Virginia Annibale

SLT Chairperson: Eric Barry

Title I Parent Representative (or Parent Advisory Council Chairperson): Eric Barry

Student Representative(s): Xavier Rodriguez
Thalya Casado

District Information

District: 06 Superintendent: Kathy Pelles

Superintendent's Office Address: 335 Adams St., Brooklyn NY

Superintendent's Email Address: KPelles@schools.nyc.gov

Phone Number: 718-923-5102 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza

Director's Office Address: 131 Livingston St, Brooklyn, NY 11201

Director's Email Address: AAnorma@schools.nyc.gov

Phone Number: 718-935-5618 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Thomas Rochowicz	*Principal or Designee	
Liz Savicz	*UFT Chapter Leader or Designee	
Virginia Annibale	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Eric Barry	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Xavier Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Thalya Casado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Damelvy Rodriguez	CBO Representative, if applicable	
Melanie Garcia	Member/ Parent	
Indira Baez	Member/ Parent	
Jennifer Spirelli	Member/ UFT	
Jennifer Colon	Member/ UFT	
Nina Gribetz	Member/ UFT	
Heriberto Ramos	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Washington Heights Expeditionary Learning School (WHEELS) will serve students in grades Pre-K, K, 1, and 6-12 in the 2015-2016 school year. We have 770 students. 56% are boys. 94% are Hispanic.

Our mission is to work with families to prepare each sixth through twelfth grade student academically, emotionally, intellectually, and socially to succeed in a college of his or her choice and beyond.

We are a New York City Outward Bound School and part of the national Expeditionary Learning Network. We partner with Blue Engine, College Advising Corps, Beyond 12, and several other organizations. We have a 501c3 called Friends of WHEELS.

We have an ELL Population of 17% and 20% of our students have special needs.

Based on our School Survey, we made significant progress in School Environment and Trust. We need to grow with School Leadership and Family-Community Ties.

06M348 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,06,07,08,09,10,11,12	Total Enrollment	705	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	20	# Integrated Collaborative Teaching
				24
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	10	# Drama
				3
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.7%	% Attendance Rate		89.4%
% Free Lunch	80.3%	% Reduced Lunch		0.5%
% Limited English Proficient	16.3%	% Students with Disabilities		20.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.7%
% Hispanic or Latino	97.2%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	0.3%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		32.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.49
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.5%	Mathematics Performance at levels 3 & 4		31.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		41.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	71.4%	Mathematics Performance at levels 3 & 4		87.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	85.4%	% of 2nd year students who earned 10+ credits		72.8%
% of 3rd year students who earned 10+ credits	74.1%	4 Year Graduation Rate		77.7%
6 Year Graduation Rate	84.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

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

Part 1 – Needs Assessment

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

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.

Part 2 – Annual Goal

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

75% of students taking the Algebra Regents for the first time will pass, and 40% of those passing will pass with a 75% or higher.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>While 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</p>	<p>All Grade 9 and 10 students</p>	<p>2015-2016 schoolyear</p>	<p>Grade 9 team leaders</p>

departments (grades preK, K, 6-12). All WHEELS faculty will be supported by team leaders, by APs, and by our school principal.			
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. Our Math Department chair provides feedback around planning and the depth of student work.	All Grade 9 and 10 students	Fridays throughout the year	Math Department Chair and Principal
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.	All Grade 9 and 10 students	November, February, April	9th Grade and 10th grade crew leaders
The Math teachers partner with Blue Engine to ensure small group instruction and targeted feedback to the border students.	Border passing students	Year long after school	9th Grade Algebra I Lead Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff, instructional resources from Blue Engine and EL											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Students take interim assessments at four different points - October, January, March, and May.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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.

Part 2 – Annual Goal

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

Our ELA Median Adjusted Growth Percentile for 6th, 7th, and 8th grade students on ELA state tests will be 75%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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 the middle grades AP, and by our school principal.</p>	<p>lowest third</p>	<p>2015-2016 school year</p>	<p>Team Leaders on the three grade levels and the middle grade AP</p>

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. Our ELA Department chair provides feedback around planning and the depth of student work.	lowest third	2015-2016 school year	ELA Department Chair
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.	All Grade 9 and 10 students	November, February, April	6th, 7th, and 8th grade crew leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff, EL resources from Engage NY, and the Literacy block to do targeted interventions											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
ELA teachers use formative assessment data throughout the year to inform instruction and monitor progress to this goal. We evaluate this formative assessment data in ongoing data debriefs.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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. Base don our Quality Review, an area where we were proficient but in need of focus was 1.1, and the feedback was:

Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

Part 2 – Annual Goal

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

100% of students will create one piece of High-Quality Work in each class that meets CCLS and the criteria for high-quality work by June of 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>New teachers participate in approximately two weeks of summer PD to help familiarize them with the Expeditionary Learning model.</p>	<p>All teachers</p>	<p>2015-2016</p>	<p>New teachers with EL staff</p>
<p>All teachers participate in one week of summer PD and weekly PD (every Friday) to support their work around creating interdisciplinary Learning Expeditions connected to the Common Core. This PD will include Looking at Student Work protocols to evaluate student work for the criteria and its mastery of CCLS.</p>	<p>All teachers</p>	<p>2015-2016</p>	<p>Principal, APs, and Department Chairs</p>
<p>All teachers will review, contribute evidence to, and monitor progress of the IEPs of students with disabilities to ensure their individual learning goals are known, integrated into the learning tasks, monitored, and targeted for intervention as necessary.</p>	<p>Students with special needs</p>	<p>2015-2016</p>	<p>IEP Coordinator, Special Education Department Chair, Principal, APs, Department Chairs</p>
<p>All teachers will review the rigor of assessment tasks in departments to ensure that they are targeting CCLS standards and challenging all students to produce high-quality work, including high-performing students that would benefit from additional challenges.</p>	<p>All teachers</p>	<p>2015-2016</p>	<p>Principal, APs, and Department Chairs</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Staff, EL resources, Friday early release for PD</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

Surveys are conducted bi-monthly.

Looking at student work protocols are conducted each quarter.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Below grade-level reading proficiency	RI.1 strategies and interventions	small-group tutoring	afterschool
Mathematics	Below grade-level math proficiency	targeted interventions	small-group tutoring	afterschool
Science	Lacking mastery as demonstrated in high-quality work	exemplars, rubric, and revision	one-on-one conferencing	Literacy block, during the school day
Social Studies	Lacking mastery as demonstrated in high-quality work	exemplars, rubric, and revision	one-on-one conferencing	Literacy block, during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Requiring related services as determined by peer and adult interactions	related services	one-on-one conferencing	during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Hiring: Teachers will submit pieces of writing around our core values, submit videos from their own classrooms, and come to provide a demo lesson and interview with families, students, and staff. Teachers will be recruited from multiple pipelines, including Teach For America, Teaching Fellows, Bank Street, and other networks. See our PD plan above, including Goal #3.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Our PK teachers work with our K and 1 teachers, participate in shared practices and PD, and work together to ensure a smooth transition from our PK program to the K program.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Three different leadership teams exist at our school. The Instructional Leadership Team and the Culture Leadership Team are primarily composed of Department Chairs and Team Leaders, respectively, and provide multiple types of input into the PD plan. Further, staff frequently submit feedback around PD.

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 ¹ . To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . On the chart below , indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	462,490.00	x	Goals 1, 2, 3
Title II, Part A	Federal	0		
Title III, Part A	Federal	14,680.00	x	Goal 2
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,122,201.00	x	Goals 1, 2, 3

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>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)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>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
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At the Washington Heights Expeditionary Learning School (WHEELS) language instruction for ELL students will also include a Title III-funded after school program; 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 their 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 6th Graders paired with a 7th or 8th 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

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

Part B: Direct Instruction Supplemental Program Information

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 of other 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; synthesizing 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-connectedness of literacy and numeracy, all after school sessions will use these same strategies. 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 achievement gap for ELL students. The Title III Professional Development will include three PD sessions of 1 hour after school devoted to the needs of ELLs and will 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)

-

Part C: Professional Development

- 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.).

- 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

Part D: Parental Engagement Activities

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

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">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 6	Borough Manhattan	School Number 348
School Name Wash. Heights Expedition. Learning Schoo		

B. Language Allocation Policy Team Composition

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

Principal Thomas Rochowicz	Assistant Principal Jenny Rodriguez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Marelyn Pichardo	School Counselor type here
Teacher/Subject Area	Parent Virginia Annibale
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	734	Total number of ELLs	130	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish (K-1 only)
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	43
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	24	Long-Term (ELLs receiving service 7 or more years)	27

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	24		4							0
ENL	12		3	24	6	17	27		19	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	8	30	16	28															0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: <u>0</u>
--	--

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	16	13	15	21	13	2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other TWI								1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	20	7			0
7	16	4			0
8	10	5			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	22		3		2		1		0
7	17		2		2				0
8	6		8		1				0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2		0	
Integrated Algebra/CC Algebra	32		15	
Geometry/CC Algebra	8		5	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	1			
Living Environment	19		8	
Physics				

New York State Regents Exams				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	11		3	
Geography				
US History and Government	3		2	
LOTE	1	1	1	1
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
As of the 2015/15 school year, for early literacy skills of our students we use Fountas & Pinnell, this has told us that students were coming in significantly below target levels. our K-1 (will be growing by year) dual language program is aiming to develop literacy in both the Native Language and English to better support the students academically.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Typically are students make gains after 1-2 years at our school. Overall we do a good job of moving ELLs that test at low proficiency levels and get them to Advanced/Expanding levels. We are working to push students from Expanding to Commanding, the majority of our students, falls into that category. As of the 2015/16 school year we are offering school-wide PD to teachers around providing support to ENL and SpEd students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The data was analyzed and in order to purposefully addressing areas of growth, school-wide work plan goal was implemented to address student needs and have all teacher teams planning instruction around those goals.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
As of the 2015/16 school year our testing grades, 6-12; our ENL program offered is Freestanding ENL. Students are given the option to take the test in their home language in content areas and glossaries as per regulations. We find the although students may make reference to the home language exam they are choosing to take the exam in English, as that is the language they took their class in and are more familiar with the terminology in English from the class taken. Also, although the majority of our ELLs have been identified as a home language other than English, they are still more English proficient than they are in their native language.
School Leadership and teachers are using ELL assessment data, to design goals with students around language areas of strength and

weakness (Listening, Speaking, Writing and Reading). Also teachers were given individual breakdowns of those areas for every student so that they can use them to make decisions around content assessment and the scaffolds to provide based on those needs. Lastly, teacher PD is focusing on the skills needed to develop writing amongst ELLs in all content areas as it was observed that this is the largest area for growth in the school's ELL as a whole.

Because 99% of the Home Language results is Spanish, teacher departments are working on using Spanish cognates to reinforce content vocabulary. Spanish is offered as a foreign language class, which all ELLs 8-12 take to further develop home language and apply the skills to all classes. The Dual Language in the elementary level was decided and chosen because of the fact that the majority of incoming students in our school are identified with Spanish as the home language. We hope with the early targeted development of both the home language and English, overtime we can see a shrinking in the number of ELLs which still have not reached proficiency which is the case of our entering 6th graders which has been our usual grade of entry from other schools.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

As of the 2015/16 school year, we will get one teacher trained in RTI in each level of our school: Lower Grades, Middle Grades, and Upper Grades. Those teachers will work in consultation with instructional guides, department chairs, and our ENL Coordinator to design interventions at each level to utilize the benefits of RTI with the needs of our English Language Learners.

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

Teacher curriculum maps and case studies must include anchor texts for every unit that provide

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

EPs are assessed with Fountas and Pinnell reading assessments. They have not taken any state assessments yet as our program only extends to Grade 1.

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

We evaluate the success of ELL Programs on a variety of levels, the percentage of students that demonstrates growth on their English proficiency based on both the NYSESLAT and NY English Exams. We also look at growth data for reading levels in the lower grades, which based on that data we made program and personnel changes as of the 2015/16 School year. (i.e. Dual Language went from alternating teachers every other day to self-contained classes with single teacher or team teacher to provide dual language services) Lastly because of AYP data for ELLs. As of the 2015-16 school year, a specific targeted school-wide work plan goal has been implemented in order to see improvement, and school-wide PD and inquiry is being done around that work plan goal.

Part IV: ELL Identification Process

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

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

1) Home Language is administered to all new admits

2) NYSITELL given if required as per NYSESLAT

3) Spanish LAB given if required as per NYSITELL

4) Parent Choice for ENL Program

5) Student Placement in Program- schedule as per the ENL minute requirements

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

Student schooling questionnaire/ family interview

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

Marelyn Pichardo, our ENL Coordinator, and Liz Savicz, our IEP Coordinator, work in consultation to support students.

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

As of the 2015-16 school year we have begun giving letters out during Parent Orientation at the beginning of the school year and/or mailed home

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
As of the 2015-16 school year, parents will be notified by mail to inform them of the appeal process.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
As of the 2015-16 school year parents received personal phone calls prior to the first day of school to invite them individually to come in and meet the ENL coordinator and decide which program they wanted.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Individual phone calls home and follow up notes home are used to ensure parent return of letters.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
ENL Coordinator keeps a checklist and distributes to team leader for parent contact.
9. Describe how your school ensures that placement parent notification letters are distributed.
Attempt is made to hand deliver all letters during parent orientation meetings, otherwise the letter is sent home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Documentation is copied and kept on file also added to student cumulative file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Test groups are made to test within early test dates, so that make-up dates can be given for all parts. Teacher coverages are provided to allow testing window to be wider. Phone calls home for absent students are made to try to have students make-up dates if necessary.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support letters are distributed in person at the first student led conferences.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Almost all parents choose Freestanding ENL (maybe 1 in a year does not), even though some of our incoming students at the middle school level may come from bilingual programs, by that age the parents decide they want to change to freestanding programs which is why we have continued to only offer freestanding ENL for grades 6-12. In our elementary level our students come in with much less English and language skills and parents really like and choose the dual language model as a form of transition into schooling as well as language development.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Individualized schedules in grades 9-12, students schedule is based on SpEd status, ENL minute requirements and credit accumulation. In grades 6-8: students travel in groups designated by LEP status and SpEd entitlement, teachers assigned are based on license (SpEd, ELL extension and Content). ALL students K-1 follow dual language with certified teacher.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
ALL students PK-1 follow dual language with certified teacher.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students were all divided with number of minute requirements as per their NYSESLAT results and students were scheduled for class/teachers accordingly. In the case of some SpED students, their IEP requirement was given precedents over their ENL minutes, because shortage of ENL certified staff.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
All core content is delivered in English, scaffolds provided by content teacher or ENL push-in support tailored to individual and or class. All content teams to examine and develop curriculum that is rigorous and CCLS aligned.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students are offered translation services and or dictionaries when appropriate.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Four modality information was shared with teachers and activities and lessons from teachers are planned with those different modalities in mind to further develop language acquisition. In addition, the school adheres to an Expeditionary Learning model which consistently includes all four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusWe provide targeted instruction within their classes and in afterschool programs not just based on these designations, but also using the strengths and areas for growth as indicated by their NYSESLAT score breakdown.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
We ensure that they are programmed accurately, getting the supports they need as determined by their new designation, and their advisors are checking in with them and their families.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
As of 2015-16, all teachers were introduced to GoalBook which tracks and provides individual strategies for a variety of needs for both ELLs and SWDs.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
We prioritize IEP needs when programming students and then ensure that all of our staff have an array of strategies to support both ELL-SWDs with both language and learning .

Chart

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

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

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

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



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

Chart

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

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

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

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

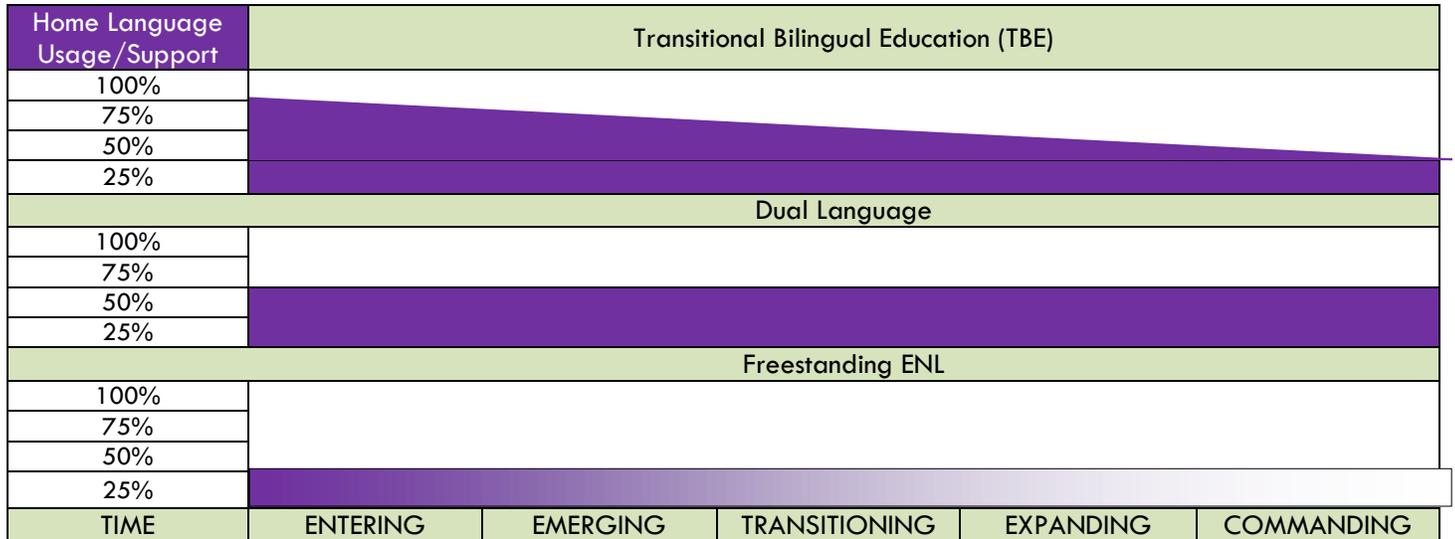


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We have small-group tutoring, afterschool tutoring, Blue Engine supports, and Yeshiva tutors.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Moving forward, we are going to evaluate these different programs separately so that we can better account for their contributions to the performance of our students.
12. What new programs or improvements will be considered for the upcoming school year?
We want more afterschool programming targeting the specific needs of our ELLs.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are invited to participate in all activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We use Expeditionary Learning materials to support ELLs with deep dives into one specific context and content so that they can build comprehension and vocabulary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students in the DL classrooms use their home language every day or every other day. In the ENL classroom, teachers use cognates and sometimes use the home language to support students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We use CCSS to ensure that all curriculum corresponds to age and grade level and then support ELLs with strategies to achieve.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Moving forward, Marellyn Pichardo coordinates before, during, and afterschool programs with the support and expertise of our staff of teachers who are certified. Afterschool program is especially rich and includes programs to target students in our Lower Grades, Middle Grades, and upper Grades.
19. What language electives are offered to ELLs?
All of our electives are open to ELLs.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**EPs and ELLs are integrated all day using a roller-coaster model in a heterogeneous classroom. So EPs and ELLs spend half the day in English and the next in Spanish.
Core content is taught in both languages.
Each language is separated based on the time of the day, so if Spanish is in the morning English is in the afternoon, and then the next day English is in the morning and Spanish is in the afternoon.**

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL department engages in weekly meetings around curriculum development, inquiry cycles, and development of student supports. Whole school PD sessions are run by the ENL department to share out findings and best practices school-wide. ENL is part of our Work Plan Goals to support the needs of all of our learners in creating High Quality Work and reading informational texts.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
See above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
See above
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

We have PD offerings facilitated by our ENL Coordinator to provide staff with strategies to support our ELLs.

C. Parental Involvement

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

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.

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

We keep track of meetings, goals, and follow-up with families using Skedula on-line gradebook and grade-level team-maintained Google docs.

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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 182nd Street. We also partner with Global Kids.

5. How do you evaluate the needs of the parents?

At FTA meetings, SLT meetings, and individual meetings, we ask them what needs they have and what needs they would like to see addressed.

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

Our activities address the needs of parents and families by responding to the needs they ask us to support and by providing information on the performance of their students, academically and emotionally.

D. Additional Information

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

Paste response here:

School Name: **WHEELS**

School DBN: **06M348**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Thomas Rochowicz	Principal		10/27/15
Jenny Rodriguez	Assistant Principal		10/28/15
Yuby Hernandez	Parent Coordinator		10/28/15
Marelyn Pichardo	ENL/Bilingual Teacher		10/27/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 06M348 School Name: WHEELS
Superintendent: Kathy Pelles

Before you begin, please check the following:

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

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

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

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

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

We have a large number of native Spanish speakers, so we have a comprehensive system of supports to facilitate communication. Our LAC collects and disseminates information from the HLIS, and our Pupil Secretary collects and disseminates information from biographic ATS reports. Grade level team leaders use this information. Further, our Parent Coordinator converted Emergency Contact Information, including preferred language, to Google Docs so that all teachers and staff are aware of the language needs of our families.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish
French
Arabic

Part B: Creating a Communications Calendar

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

Handbooks - distributed at Back to School Night in English and Spanish
Newsletters - mailed by Pupil Secretary as need arises, translated by Parent Coordinator
Calendars - mailed home monthly, translated by Business Manager
Student-Led Conference Announcements and Guide - SLC Announcements sent home two weeks ahead of conferences, Guide made available in English and Spanish
After-School Programs - permission slips and information shared in Spanish and English at beginning of year and as new programs are cultivated
Testing Date - mailing sent home and translated by Parent Coordinator one month and two weeks ahead of testing
Principal Emails - bi-weekly emails, translated by Parent Coordinator
Schedule Reminders - for holidays, reminders sent home week before and translated by Business Manager

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

Town Hall - to introduce new superintendent and new principal - 9/3/2015 - coupled with orientation for PK, K, and 6th Grade families
Back to School Night - September and October - depending on the grade levels - split so parents can attend multiple
Hispanic Scholarship Fund Night- presented to families of seniors
Student Led Conferences - November, February, and April
Curriculum Nights - planned for Lower Grades to facilitate family support of academic targets at home
Family-Teacher Association - monthly
School Leadership Team - monthly
Grade-Level Team Leaders and Crew Leaders - call when students are absent, call to follow-up on strengths and areas for growth, documented in online gradebook
Guidance counselors - call if student receives related services

Part C: Providing Language Assistance Services

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

Parent coordinator - created Google Form to document and execute family phone calls for translation
Parent coordinator, Pupil Secretary, Business Manager all support translation of documents
Upper Grades students support translation needs for conferences and other events that include public information
We have three teachers that speak French and support the translation needs for specific instances.
We have utilized the Translation and Interpretation Unit for our new family that speaks Arabic, and moving forward, we will continue to do so.

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

Parent coordinator - created Google Form to document and execute family phone calls for translation
Parent coordinator, Pupil Secretary, Business Manager all support translation of documents
Upper Grades students support translation needs for conferences and other events that include public information
We have three teachers that speak French and support the translation needs for specific instances.
We have utilized the Translation and Interpretation Unit for our new family that speaks Arabic, and moving forward, we will continue to do so.

Part D: Training Staff on Policies and Procedures

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

For the 2015-2016 school year, we will share the T&I Brochure and clearly establish our specific routines so that new and returning staff are clear on the expectations to ensure communication with all of our families. We have also shared this information with our Family Teacher Association, afterschool programs, and other programs and organizations connected to our school.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

In addition to the above notifications, this information will be presented at a Family Teacher Association meeting, shared at Student Led Conferences, and made available upon request.

Part F: Monitoring and Quality Control

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

For the 2015-2016 school year, we will collect additional information beyond the Learning Environment Survey. We will survey families to ensure adequate provision and quality of services. We will collect and analyze this data along with other family data to ensure that family feedback is used to improve our school. This survey will be administered midyear as well to ensure we have the opportunity to improve during the school year.