2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 06M348
School Name: WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL
Principal: THOMAS ROCHOWICZ
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Washington Heights Expeditionary Learning School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>06M348</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>310600011348</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K, K, 1, 2, 3, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>School Address:</td>
<td>511 W. 182 nd St., New York, NY 10033</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-781-0524 212-781-0742</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-781-0742</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Thomas Rochowicz</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:TRochowicz2@schools.nyc.gov">TRochowicz2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Thomas Rochowicz</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Liz Savicz</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Ellen Hagan</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>YokastaTineo</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Stephanie Acosta</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>InkairaRamos</td>
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<tr>
<td>JasminAlmonte</td>
<td></td>
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<tr>
<td>AddaeCox</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
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</tbody>
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### District Information

| Geographical 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 |

### Field Support Center (FSC)
Affinity Group: ___________________________  Executive Director: ___________________________

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

Executive 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Rochowicz</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Liz Savicz</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ellen Hagan</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>YokastTineo</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>InkairaRamos</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
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<tr>
<td>JasminAlmonte</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Alicia Arias</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Johanna Salcedo</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Denise Del Rosario</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>Member/ UFT</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. What is your school’s mission statement?

   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.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Washington Heights Expeditionary Learning School (WHEELS) will serve students in grades Pre-K, K, 1, 2, 3, 4, and 6-12 in the 2018-2019 school year. We have 865 students. 56% are boys. 94% are Hispanic.

We are a New York City Outward Bound School and part of the national Expeditionary Learning Network. We partner with Teachers College, the After School All Stars, Global Kids, and several other organizations. We have a 501c3 called Friends of WHEELS.

3. Describe any special student populations and what their specific needs are.

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 to 4 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.

As a school community where over 90% of students indicate a home language other than English, as such, we will add additional support to serve current ELLs and former ELLs that are still struggling with academic writing. 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. The overall goal is to have students continue to practice and reinforce their college-ready writing skills.

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 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, Examining and sharing best practices for all classes to use that reinforce language development and literacy skills for ELLs, Providing instructional supports to differentiate for ELL students that are struggling academically so that they can produce high quality work.

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.
Parent involvement at WHEELS specifically with Ells is organized to ensure we are informing the parents of the success, concerns and plans for their students academically. Information about events and workshops are sent as written notices in both English and Spanish. For Parents who do not speak English or Spanish, we use translation services over the phone in order to communicate with them. 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, so that students families and teachers can engage in making the best decisions for the child's education.

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 Ms. Aquino 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 team leader, which is dedicated to the families needs on their grade level. Grades K-6, 7-9 have one dedicated counselor and grades 10-12 have another guidance counselor in addition to a college counselor.

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

In addition as 8th graders transition to high school parents are invited to an annual meeting that takes place usually in October to discuss the options available for WHEELS students who stay in WHEELS or choose to apply to a different high school. This meeting is facilitated by Ann Glynn our middle school guidance counselor and high school enrollment advisor and Rosemary Aquino, 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 2017-18 we have 1 lead college counselor, a part-time college counselor 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, we have grown to include elementary grades as well (final elementary grade 5 to be added next year). 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 are invited to community meetings as a way to strengthen our community and share school activities with families. Other family activities 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.

4. Identify 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.

We scored Well Developed on 8/10 rows in our QR and Proficient on the other 2. We saw gains in all aspects of the NYC Schools Survey and look forward to trends.
### School Demographics and Accountability Snapshot for 06M348

#### Grade Configuration
- PK, 0K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
- Total Enrollment (2017-18): 815
- SIG Recipient (Y/N): No
- English Language Learner Programs (2018-19):
  - Self-Contained English as a Second Language: N/A
- Special Education Programs/Number of Students (2018-16):
  - # Integrated Collaborative Teaching (ELA): 147
  - # Integrated Collaborative Teaching (Math): 140
- Transitional Bilingual: N/A
- Dual Language: YES
- # Special Classes (ELA): 3
- # Special Classes (Math): 3
- # SETSS (ELA): 17
- # SETSS (Math): 52
- Types and Number of Special Classes (2018-19):
  - # Visual Arts: 10
  - # Music: 9
  - # Foreign Language: 15
  - # Drama: 9
  - # CTE: N/A
- School Composition (2017-18):
  - % Title I Population: 76.0%
  - % Attendance Rate: 90.2%
  - % Free Lunch: 76.2%
  - % Reduced Lunch: 0.1%
  - % Limited English Proficient: 15.5%
  - % Students with Disabilities: 20.6%
- Racial/Ethnic Origin (2017-18):
  - % American Indian or Alaska Native: 0.1%
  - % Black or African American: 3.4%
  - % Hispanic or Latino: 91.7%
  - % Asian or Native Hawaiian/Pacific Islander: 0.9%
  - % White: 3.4%
  - % Multi-Racial: 0.6%
- Years Principal Assigned to School (2018-19): 3.09
- # of Assistant Principals (2016-17): 6
- % Teaching with Fewer Than 3 Years of Experience: 15%
- Average Teacher Absences (2014-15): 7.4
- ELA Performance at levels 3 & 4 (2017-18): 36.6%
- Mathematics Performance at levels 3 & 4 (2016-17): 71%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): 71%
- Global History Performance at levels 3 & 4 (4th Grade): 69%
- US History Performance at Levels 3 & 4 (2016-17): 75%
- 4 Year Graduation Rate: 72.2%
- 6 Year Graduation Rate (2011 Cohort): 91.8%
- Regents Diploma w/ Advanced Designation (2016-15): 8.2%
- % ELA/Math Aspirational Performance Measures (2015-16): 40%
- Overall NYSED Accountability Status (2018-19): NO
- Reward Recognition: No
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: No
- Focus School identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17): YES
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): YES
- Met Adequate Yearly Progress (AYP) in Science (2016-17): YES

**High School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17): YES
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): YES
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17): 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Trends, Source and Year</th>
</tr>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
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<tr>
<td>action plan for this Framework element?</td>
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High standards for rigorous instruction are set across our classrooms. After reviewing the 2017-2018 NYC Survey results with our SLT, we saw that two questions stood out, both in the Academic Press section. We saw that 62% of students felt that teachers ask difficult questions in class, and 59% of teachers felt that students answer challenging questions.

While our overall scores in this section have continued to rise, these two questions are outliers.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 say that teachers ask difficult questions in class, as measured by student surveys, focus groups, and NYC Schools Survey.

As a result of these rigorous questions, 90% of our 9th graders will earn the necessary credits to be on track to graduation and 35% of our middle school students will score proficient on the Math State Tests.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in Grades PreK-12</td>
<td>2018-2019 schoolyear</td>
<td>Department chairs, mentor teachers, administration</td>
</tr>
</tbody>
</table>

**PD Faculty Learning Targets:**

- I can modify lessons to increase student opportunities for higher order thinking.
- I can define HOT.
- I can classify Q’s by their level of HOT.

<table>
<thead>
<tr>
<th>Coaching and curriculum feedback to teachers around zone of proximal development and defining higher order thinking in their classrooms</th>
<th>Students in Grades PreK-12</th>
<th>Ongoing</th>
<th>Department chairs and mentor teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group and after school supports for credit accumulation, literacy and numeracy growth as measured by interim assessments and state tests, and Regents readiness</td>
<td>At-risk students</td>
<td>Year long after school</td>
<td>Target students after looking at the data from formative assessments and mastery based grading</td>
</tr>
</tbody>
</table>

| Advance observations | All staff | All year | Administrative Leadership Team |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through partnerships with community based organizations, we offer workshops to families to build a shared understanding of academic expectations.

We hold Student-Led Conferences three times each year.

We use Skedula, an online gradebook, so that families can see grades for students in K-12th Grades.
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, including afterschool per session for small group instruction, additional ELA classes for opportunities to develop literacy, instructional resources from EL Education, Skedula

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

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.

Baseline

- NYC School Survey from 2017-2018 - 62%

Mid-Year:

- Focus group survey - 3/4 students surveyed or participating in focus groups will say that teachers are asking challenging questions in class.

End-of-Year:

- Focus group survey - 3/4 students surveyed or participating in focus groups will say that teachers are asking challenging questions in class.
- NYC School Survey from 2018-2019 - 75%

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

NYS Schools Survey

Student focus groups

Part 5c. In February 2019, 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**

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |
| 3. What policies, practices, and structures are in place to ensure you are supporting the whole child? |

We believe that student attendance is an important indicator if students feel a sense of membership and belonging in the community.

In 2017-2018, we had an attendance rate of 90% for our school.

According to the NYC School Survey, only 66% of students felt that it is important to come to school every day.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 overall attendance rate for 2018-2019 will be 92%.

90% of our 9th graders will earn the necessary credits to be on track to graduation, 35% of our middle school students will score proficient on the Math State Tests, and 80% of our elementary students will hit their ELA literacy growth goals.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>9th-12th Grade</td>
<td>2018-2019 school year</td>
<td>Assistant Principals and Parent Coordinator</td>
</tr>
<tr>
<td>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).</td>
<td>2018-2019 school year</td>
<td>2018-2019 school year</td>
<td>Assistant Principals and Principal</td>
</tr>
<tr>
<td>Attendance Nudge Letters - Letters to families with students below the average attendance rate of the grade level indicating the average attendance rate and their child’s - based on a behavioral economics approach to changing behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of attendance data for lowest third and cross-referenced to credit accumulation on visual data wall</td>
<td>Lowest third in grades 9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bi-weekly attendance data analysis including focus on 121 borderline chronically absent students</td>
<td>Chronically absent and border</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive grade-wide celebrations and traditions to increase feelings of membership and achievement</td>
<td>Students in 6-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will use research from across the country to educate families through our Family Teacher Association about the importance of attendance at each level. Families need to know the importance of coming to school every day.

We use frequent phone calls home and a robo-dialer every day for students that are absent or late.

We send nudge letters home to families of students that drop below 90% attendance. This is a monthly newsletter.

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.

Team Leader daily per session, HOWLe celebrations afterschool, team budgets to build the culture of the grade level, attendance raffles and Crew competitions, per session for after school extracurriculars to build identity

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
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.

**Baseline**
- NYC School Survey from 2017-2018 - 66% of students believe it is important to come to school everyday.
- Attendance from the year was 90%

**Mid-Year:**
- Attendance for the school is 93%

**End-of-Year:**
- Attendance for the school is 92%

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Using ATS data, we will measure daily attendance across PreK-12.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the NYC Schools Survey and the discussion of our SLT, the one outlier in this section is teachers feeling like they have the opportunity to learn with teachers from other schools. While we have made gains in this each year, we are still at 55% of teachers with a positive response.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

On the 2018-2019 NYC School Survey, 70% of teacher respondents will have participated in PD with teachers from other schools.

As a result, 95% of our staff will score effective or highly effective on their overall MOTP ratings.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-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). | All teachers                          | 2018-2019                               | School Designer, Administrative Leadership Team and Instructional Leadership Team            |
| Admin and teacher leaders identify external PD opportunities through our multiple partnerships that are aligned to our Work Plan Goals                                                                 | All teachers                          | 2018-2019                               | School Designer, Administrative Leadership Team and Instructional Leadership Team            |
| Weekly PD on anticipatory lesson structures, math discourse, and curriculum development that can point to additional learning opportunities                                                                 | All teachers                          | 2018-2019                               | School Designer, Administrative Leadership Team and Instructional Leadership Team            |
| Team Planning Time - plan curricular next steps based on performance data and PD that can point to additional learning opportunities                                                                 | All teachers                          | 2018-2019                               | LG, MG, and UG Cabinets                                                                     |
| Advance                                                                                                                                  | All teachers                          | 2018-2019                               | Administrative Leadership Team                                                              |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through partnerships with community based organizations, we offer workshops to families to build a shared understanding of academic expectations. Last year, we partnered with the YWHA to do this.

We hold Student-Led Conferences three times each year.

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.

NYCOB, Consultant, Math curriculum and resources, PD

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

**Baseline**

- NYC School Survey from 2017-2018 - 55%

**Mid-Year:**

- Focus group survey - 70% teachers surveyed or participating in focus groups will say they have had an opportunity

**End-of-Year:**

- Focus group survey - 70% teachers surveyed or participating in focus groups will say they have had an opportunity
- NYC School Survey from 2018-2019 - 70%

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

NYC School Survey - the questions articulated above

Teacher focus groups

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>Although scores have increased for Effective School Leadership on the NYC Schools Survey, there are still two questions - the teacher responses to the principal knowing what's going on in their classrooms (75%) and taking part in instructional planning (73%). These are both indicative of the greatest need for effective school leadership.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the 2018-2019 NYC School Survey, the principal will earn an 80% on both questions - classrooms and planning.</td>
<td>90% of our 9th graders will earn the necessary credits to be on track to graduation, 35% of our middle school students will score proficient on the Math State Tests, and 80% of our elementary students will hit their ELA literacy growth goals.</td>
</tr>
</tbody>
</table>

**Note:** SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>More frequent walkthroughs along with all admin to increase visibility and awareness in all classrooms</td>
<td>All teachers</td>
<td>2018-2019</td>
<td>Administrative Leadership Team and principal</td>
</tr>
<tr>
<td>Greater presence and follow-up in professional development sessions to communicate clearer expectations around implementation</td>
<td>All teachers</td>
<td>2018-2019</td>
<td>Administrative Leadership Team and principal</td>
</tr>
<tr>
<td>Greater presence in classrooms and looking at student work with more frequency instead of only for ADVANCE</td>
<td>All teachers</td>
<td>2018-2019</td>
<td>Administrative Leadership Team and principal</td>
</tr>
<tr>
<td>Greater presence and follow-up in team meetings and Cabinet to communicate clearer expectations around implementation</td>
<td>All teachers</td>
<td>2018-2019</td>
<td>Administrative Leadership Team and principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Quarterly newsletters to families to highlight classroom successes
- Increased presence at SLC's to share more highlights with families

### 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.

- Principal's time allocations - since this speaks to principal time, it is really a question of how principal time is allocated
- An additional piece is the per session we use to teacher leadership so there is a distributed model of accountability

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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</tr>
</thead>
</table>
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.

**Baseline**
- NYC School Survey from 2017-2018 - 75% and 73% on the respective questions

**Mid-Year:**
- Focus group survey - 80% teachers surveyed or participating in focus groups will say they have had an opportunity

**End-of-Year:**
- Focus group survey - 80% teachers surveyed or participating in focus groups will say they have had an opportunity
- NYC School Survey for 2018-2019 - 80% for both questions

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

NYC School Survey - the two specific questions outlined above

Teacher focus groups

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
   We have an active Family Teacher Association that engages families, primarily from the Lower Grades.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   We have an active SLT that has ideas for greater messaging and communication about the vision of WHEELS.

   On the 2017-2018 NYC School Survey, only 69% of teachers said that families are invited to visit their child's classroom.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

   On the 2018-2019 NYC School Survey, 75% of teachers will say that families are invited to visit their child's classroom.

   As a result, 80% of our elementary students will hit their ELA literacy growth goals.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline What is the start and end date?</td>
</tr>
<tr>
<td>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

| Family visits to classrooms - coffee chats | All families invited | January to June | Administrators and FTA |
| Community Circles | All families | monthly | LG AP and Principal |
| Student Led Conferences | All families | Nov, Feb, and April | All staff |
| Better methods of communication using MailChimp and our school website | All families | October and ongoing | Principal and SLT |

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We need to publish more presentations of learning and other opportunities to invite families in, especially in the Middle and Upper Grades. We have identified some promising practices in the Lower Grades that we can expand to the other levels, leveraging the activity and communication strategies of our SLT, FTA, and tech tools we use as a school.

**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.

- Parent Coordinator - MailChimp email and reminders
- Skedula - IO Messenger - messaging service to communicate to more families

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

<table>
<thead>
<tr>
<th></th>
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</tbody>
</table>

**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.
We will have had three coffee chats (classroom visits) and a family volunteer for each classroom by midyear.

We will have had one coffee chat and classroom visit by the end of December.

We will have over 90% attendance at Student Led Conferences in November, February, and April.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Focus groups of teachers to see if they have invited families in

NYC School Survey - this question at the 2018-2019 NYC School Survey

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Below grade-level reading proficiency</td>
<td>RI.1 strategies and interventions</td>
<td>small-group tutoring</td>
<td>afterschool</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Below grade-level math proficiency</td>
<td>Targeted interventions</td>
<td>small-group tutoring</td>
<td>afterschool</td>
</tr>
<tr>
<td>Science</td>
<td>Lacking mastery as demonstrated in high-quality work</td>
<td>Exemplars, rubric, and revision</td>
<td>one-on-one conferencing</td>
<td>Literacy block, during the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Lacking mastery as demonstrated in high-quality work</td>
<td>Exemplars, rubric, and revision</td>
<td>one-on-one conferencing</td>
<td>Literacy block, during the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Requiring related services as determined by peer and adult interactions</td>
<td>Related services</td>
<td>one-on-one conferencing</td>
<td>during the school day</td>
</tr>
</tbody>
</table>
### Part A: FOR TITLE I SCHOOLS

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

   | 97 |

2. Please describe the services you are planning to provide to the STH population.

   Additional counseling and social work support through the hiring of an additional part-time social worker.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

Recruiting - pipelines of talent, including TRQ, teacher networks, Blue Engine, Teach For America

Hiring - revised process that includes student work, video, and family interview

Retention - high quality professional development to grow and engage talent

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).

New York City Outward Bound School Designers and Partnership helps design of high quality PD structures, including:

- Departments - 50% of weekly PD
- Focus on Special Education and ENL provided by trained, in-house providers
- Learning Partners
- Middle School Quality Initiative
- Lower Grades Math Consultant

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).

We are not a TA School

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. These teacher leaders gather input from vertical and horizontal teams and bring to bi-weekly meetings.

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 that it has met the intent and purposes of each program whose funds are consolidated 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 (Refer to Galaxy for contributed to Schoolwide pool) | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan. |

---

2018-19 CEP 33
Explain 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 ESSA, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHEELS will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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

### Parental Involvement and School Quality

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., ESSA/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 ESSA;

- 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;

### Encouraging School-Level Parental Involvement

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 ESSA, 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: High Quality Curriculum

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 ESSA;

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 ESSA Title I requirement for ESSA 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ______</th>
<th>DBN: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served: ______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Total # of teachers in this program: ______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of content area teachers: ______</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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 to 4 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 (Language of Instruction for all programs is English)

#### # Sessions, Teacher Qualifications, Days and Times of Operation

- **Elementary Language Development:** 30 sessions (2 hours per session)
  - Tuesdays and Thursdays 3:20-5:20
  - 3-ESL certified teachers; 1 Gen-Ed Teacher
  - ELD: Development of social and instructional language
  - 40 ELL students grades K-4

  **Rationale:** Provide early targeted intervention to Kindergarten and 1st grade 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 practicing speaking and reading English to help them with language development.

- **6th Grade New Comers Program** (1 hour per session)
  - Mondays & Wednesdays 3:05-4:05
  - 1-ESL certified teacher
  - ELD: Reading & Writing connections to current events to support classroom learning.
  - 15 ELL Students total:

  **Rationale:** To support ELL students with development of oral and written language. The program will engage students with exploration of current events. Students will discuss, read and write about current events related to what they are learning in class to help them both develop deeper understanding of content, the world and the English language. Students will also take exploratory trips to help build background knowledge.

- **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
  - 15 Students

  **Rationale:** Support ELL students with literacy and Social Studies. Student work has demonstrated that struggling students need to develop conceptual understandings and Social
### Part B: Direct Instruction Supplemental Program Information

Studies skills in order to achieve higher academically. The small group targeted support will help students with content understandings and also focus on writing in Social Studies, knowledge that can also be used when writing for other content classes.

(HS) ESL/Literacy: 30 sessions (_1.5_ hours per session)
Mondays & Wednesdays/3:30-5:00
1-ESL certified teachers
ELD component: Language support through reading and writing strategies for developing fluency in English
30 Students
Rationale: As a school community where over 90% of students indicate a home language other than English, as such, we will add additional support to serve current ELLs and former ELLs that are still struggling with academic writing. 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. The overall goal is to have students continue to practice and reinforce their college-ready writing skills.

(HS) ESL/Numeracy & STEM 30 sessions (1.5 hours per session)
Tuesdays & Thursdays/3:30-5:00
1-ESL certified teachers
1-Content teacher
ELD component: Support students
20 Students.
Rationale: Support students in STEM areas where students are struggling. Strategies that students already learn and use in other classes will be reinforced and adapted to use in STEM classes/work. Also students will be given the opportunity to engage with STEM activities in small groups with support in order to stimulate their curiosity and interest.

### 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 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.
Part C: Professional Development

- Examining and sharing best practices for all classes to use that reinforce language development and literacy skills for ELLs
- Providing instructional supports to differentiate for ELL students that are struggling academically so that they can produce high quality work.

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.

Parent involvement at WHEELS specifically with Ells is organized to ensure we are informing the parents of the success, concerns and plans for their students academically. Information about events and workshops are sent as written notices in both English and Spanish. For Parents who do not speak English or Spanish, we use translation services over the phone in order to communicate with them. 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, so that students families and teachers can engage in making the best decisions for the child's education.

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 Ms. Aquino 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 team leader, which is dedicated to the families needs on their grade level. Grades K-6, 7-9 have one dedicated counselor and grades 10-12 have another guidance counselor in addition to a college counselor.

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. 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
Part D: Parental Engagement Activities

grades are due which gives families and teachers an opportunity to discuss any specific goals or interventions that need to take place to make sure the students have success in their classes. In addition as 8th graders transition to high school parents are invited to an annual meeting that takes place usually in October to discuss the options available for WHEELS students who stay in WHEELS or choose to apply to a different high school. This meeting is facilitated by Ann Glynn our middle school guidance counselor and high school enrollment advisor and Rosemary Aquino, 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 2017-18 we have 1 lead college counselor, a part-time college counselor 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, we have grown to include elementary grades as well (final elementary grade 5 to be added next year). 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 are invited to community meetings as a way to strengthen our community and share school activities with families. Other family activities 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.

<table>
<thead>
<tr>
<th>Allocation Amount: $_____</th>
<th>0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development contracts.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Travel</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Other</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Manhattan</td>
<td>348</td>
</tr>
</tbody>
</table>

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
- ENL (English as a New Language)/Bilingual Teacher: Marelyn Pichardo
- Teacher/Subject Area: type here
- Teacher/Subject Area: type here
- Teacher/Subject Area: type here
- Related-Service Provider: type here
- Superintendent: type here
- School Counselor: type here
- Parent: Virginia Annibale
- Parent Coordinator: type here
- Field Support Center Staff Member: 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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>10</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>2</td>
</tr>
<tr>
<td>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]</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>734</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>130</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>17.71%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s): Spanish (K-3 only)</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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-3 (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. For our Middle grades we use DRP to periodically assess English language development for all students.

2. What structures do you have in place to support this effort?

Based on the data from the various assessments, ENGLISH and ENL teachers plan curriculum and interventions to better support students. Department meetings happen every 1-2 weeks. Additionally, literacy blocks are incorporated in to the teaching day to provide small targeted instruction to ELL students.
3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

   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 (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, 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.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

   Teams, within and across curriculum regularly examine a variety of student work to gather further data from the summative assessments. This information is used as exemplars, next step interventions, and rethinking of curriculum.

5. **How does your school use 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.]

   Starting in 2015/16 school year, we began training one teacher in RTI in each level of our school: Lower Grades, Middle Grades, and Upper Grades. Those teachers 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. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?** ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

   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. We provide school-wide PD to teachers around providing support to ENL and SpEd students.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**

   At the beginning of each school year, NYSESLAT data is broken down by modalities for each student and shared with teachers, so that they can better understand the learning styles and needs of their students. For other outcome assessments teachers also look at item analysis data and plan next steps with the disaggregated data.

---

**Part IV: ELL Programming**

**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-3 follow dual language program with certified teacher.
   
   b. **TBE program. If applicable.**
      
      N/A
   
   c. **DL program. If applicable.**
      
      ALL students PK-3 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 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. Students are offered Spanish courses to further develop their home languages.

5. 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 status

   We provide targeted instruction within their classes and in after school programs not just based on these designations, but also using the strengths and areas for growth as indicated by their NYSESLAT score breakdown as well as their student work throughout the year.

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

   All teachers were introduced to GoalBook which tracks and provides individual strategies for a variety of needs for both ELLs and SWDs. All teachers use mastery-based grading and in addition to ensuring that work is appropriately scaffolded, the students are also afforded multiple opportunities to demonstrate mastery in a variety of ways.

7. 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.

8. 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, both during the school day and after school, Blue Engine supports, and Yeshiva tutors.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

   We want more after school programming that will be of high-interest topics to students so that they will be more engaged and willing to participate. (i.e. incorporating ELL support and coding/robotics or something else non-conventional)

10. If you had a bilingual program, what was the reason you closed it?

    None
11. 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.

12. 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.

13. How is home language support assessed and 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 if needed uses the home language to support students.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   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. 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, Marelyn Pichardo coordinates before, during, and after school programs with the support and expertise of our staff of teachers who are certified. After school program is especially rich and includes programs to target students in our Lower Grades, Middle Grades, and upper Grades.

17. What language electives are offered to ELLs?
   All of our electives are open to ELLs.

18. 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.
**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 and non-pedagogic staff.) 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?

   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.

   See above

2. 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.

   See above

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

**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. 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
**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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Thomas Rochowicz, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Rochowicz</td>
<td>Principal</td>
<td></td>
<td>08/08/17</td>
</tr>
<tr>
<td>Karen Corvino</td>
<td>Assistant Principal</td>
<td></td>
<td>08/08/17</td>
</tr>
<tr>
<td>Rosemary Aquino</td>
<td>Parent Coordinator</td>
<td></td>
<td>08/08/17</td>
</tr>
<tr>
<td>Marelyn Pichardo</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>08/08/17</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
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<td></td>
<td>School Counselor</td>
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<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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<td>Other</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
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<tr>
<td>Arabic</td>
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</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Language} & \text{Written Preferred} & \text{Percent Written} & \text{Oral Preferred} & \text{Percent Oral} \\
\hline
\text{Spanish} & & & & \\
\text{French} & & & & \\
\text{Arabic} & & & & \\
\hline
\end{array}
\]

\[\text{Part B: Communications Calendar & Language Services}\]

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

\[
\begin{array}{|c|c|c|}
\hline
\text{Document Name} & \text{Month/Frequency Distributed to Families} & \text{How do you plan to translate?} \\
\hline
\text{Handbooks} - distributed at Back to School Night in English and Spanish &  & \\
\text{Newsletters} - mailed by Pupil Secretary as need arises, translated by Parent Coordinator &  & \\
\text{Calendars} - mailed home monthly, translated by Business Manager &  & \\
\text{Student-Led Conference Announcements and Guide - SLC} \text{ Announcements sent home two weeks ahead of conferences, Guide made available in English and Spanish} &  & \\
\text{After-School Programs} - permission slips and information shared in Spanish in English at beginning of year and as new programs are cultivated &  & \\
\text{Testing Date} - mailing sent home and translated by Parent Coordinator one month and two weeks ahead of testing &  & \\
\hline
\end{array}
\]

\[\]
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town Hall - to introduce new superintendent and new principal - 9/3/2015 - coupled with orientation for PK, K, and 6th Grade families</td>
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<tr>
<td>Back to School Night - September and October - depending on the grade levels - split so parents can attend multiple</td>
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<tr>
<td>Hispanic Scholarship Fund Night- presented to families of seniors</td>
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<tr>
<td>Student Led Conferences - November, February, and April</td>
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<tr>
<td>Curriculum Nights - planned for Lower Grades to facilitate family support of academic targets at home</td>
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<tr>
<td>Family-Teacher Association - monthly</td>
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<tr>
<td>School Leadership Team - monthly</td>
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<tr>
<td>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</td>
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<tr>
<td>Guidance counselors - call if student receives related services</td>
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</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.